REPORT RESUMES

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EXPERIMENT IN DETERMINING CULTURAL CONTENT AND SURVEY OF LANGUAGE-TEACHING RESEARCH. FINAL REPORT.

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A TWO-PART STUDY WAS CONDUCTED TO (1) PRETEST A SURVEY INSTRUMENT DESIGNED TO IDENTIFY THOSE ASPECTS OF A PARTICULAR FOREIGN CULTURE THAT MOST NEED TO BE EXPLAINED TO LEARNERS (FOR EXAMPLE, FOREIGN LANGUAGE LEARNERS), AND (2) UPDATE A PREVIOUSLY PREPARED, ANNOTATED, INTERNATIONAL BIBLIOGRAPHY ON LANGUAGE-TEACHING RESEARCH. A QUESTIONNAIRE WAS ADMINISTERED IN PART 1 TO AMERICANS LIVING IN FRANCE. THE INSTRUMENT ELICITED RESPONSES SHOWING HOW THESE AMERICANS GENERALLY VIEWED THE FRENCH PEOPLE AND SOME OF THE TROUBLESOME ASPECTS OF THEIR CROSS-CULTURAL RELATIONSHIPS. IN ADDITION, MANY RESPONDENTS WERE INTERVIEWED TO OBTAIN ANSWERS ON ITEMS OF DETAIL. GATHERED DATA WERE COLLATED INTO CATEGORIES--(1) THE ELEMENTS OF FRENCH CULTURE WHICH ARE DIFFICULT FOR AMERICANS TO UNDERSTAND, (2) PERSONAL INCIDENTS THAT APPEARED TO BE CRUCIAL TO ADJUSTMENT TO FRENCH LIFE, AND (3) PERSONAL PERCEPTIONS OF VARIOUS DIFFERENCES BETWEEN FRENCH AND AMERICAN LIFE. DATA WERE ANALYZED, AND FINDINGS INDICATED AREAS OF COMMUNICATION AND CULTURE WHICH CONTRIBUTE TO MISUNDERSTANDING BETWEEN THE TWO WAYS OF LIFE. PART 2 OF THE STUDY BROADENED THE SCOPE OF AN EXISTING LANGUAGE-TEACHING RESEARCH BIBLIOGRAPHY (PREVIOUSLY COVERING THE TIME PERIOD 1945-61) TO INCLUDE RESEARCH ACCOMPLISHED UP TO 1964. THE UPDATED VERSION CONTAINED 891 ENTRIES. (THE BIBLIOGRAPHY, ITSELF, IS NOT INCLUDED AS PART OF THIS REPORT.) (JH)

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EXPERIMENT IN DETERMINING CULTURAL CONTENT

AND

SURVEY OF LANGUAGE-TEACHING RESEARCH

Conducted pursuant to Contract OE-4-14-008 with
the United States Office of Education,
Department of Health, Education,
and Welfare

Howard Lee Nostrand
Principal Investigator

Final Report

Part I. Experiment in Determining Cultural Content

Part II. Survey of Language-Teaching Research

UNIVERSITY OF WASHINGTON
Department of Romance Languages and Literature
Seattle, Washington, 98105

July, 1964

EXPERIMENT IN DETERMINING CULTURAL CONTENT:

PRETESTING THE QUESTIONNAIRE, "HOW AMERICANS SEE THE FRENCH"

Conducted pursuant to Contract OE-4-14-008, Part I, with
the United States Office of Education, Department
of Health, Education, and Welfare

by

Howard Lee Nostrand, Principal Investigator

in cooperation with

The Opinion Research Laboratory, Subcontractor
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July, 1964

EXPERIMENT IN DETERMINING CULTURAL CONTENT: PRETESTING THE QUESTIONNAIRE "HOW THE AMERICANS SEE THE FRENCH," APRIL - JUNE, 1964

INTRODUCTION

The ultimate aim of the instrument pretested in the present project is to select the aspects of a foreign people's way of life that most need to be explained to given groups of learners -- particularly, learners of the people's language -- in order that they may communicate successfully with the foreign people and understand the foreign culture and social system.

As a prior step, it is possible to identify elements that can be presumed to be important in any way of life: notably the values, beliefs, and expressive forms that make up its culture, and the institutions and customs that make up its social structure. This step identifies as important such a long list of items, however, that a second step becomes necessary: to discover which aspects of the foreign culture and society are difficult for the learners in question to understand and to get along with, and which aspects are the most likely to prove enjoyable, so that the beginnings of mutual congeniality can be built upon them.

The purpose of the present project was to pretest the questionnaire, administering it to Americans living in France, and to redefine and redesign the plan for analysis of the questionnaire.[1] Recommendations stemming from the pretest will be discussed in this report as follows:

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[1] See the amendment to the project, dated June 16, 1964.

1. Implications of the pretest experience and recommendations for analysis of responses
2. Recommendations regarding the questionnaire
3. Recommendations with respect to the selection of respondents and the administering of the questionnaire to Americans living in France

IMPLICATIONS OF THE PRETEST EXPERIENCE AND RECOMMENDATIONS FOR ANALYSIS OF RESPONSES

The major part of the questionnaire was designed to obtain detailed information from the respondents about differences noticed between the American and the French cultures, and about the features of the foreign way of life that were hardest to understand. Exploratory interviews with Americans recently returned from France indicated that the best way to obtain information with meaningful nuances and overtones of their experiences would be to use free-response questions extensively. This approach required pretesting to settle such points as the following:

1. Could respondents answer such questions?
2. Would they answer such questions?
3. Would they feel free to make "negative" comments about the host country?
4. How could free responses be classified to provide useful source material for educational purposes?

The early face-to-face interviews indicated that our respondents under these conditions were more than willing to give their views in considerable detail. However, much duplication of comments was present and the large variety of "jumbled" responses posed a time-consuming problem of classification. As the questionnaire was developed, the duplication of comments was largely eliminated and the classification of comments has been facilitated by redesigning the questionnaire.

The pretest experience has shown that respondents write many and sometimes lengthy comments in response to inquiries on the form. It has also been shown that they were willing to express negative reactions to French life. A deliberate attempt was made to interview a heterogeneous population -- including housewives, high-school students, college students, and business and professional people. In addition to the questionnaire interviews, face-to-face interviews were conducted for variant versions of parts of the questionnaire form to find out reactions to the questions, and to gain insight into the task of measurement. Altogether 78 Americans living in France or recently returned from France were interviewed.

Some Theoretic Conceptualizations Relevant to Interpretation of Comments

Theoretic conceptualizations that appear relevant to the situation faced by American nationals in France include cognitive dissonance,[1] culture shock,[2] and ethnocentrism.[3]

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[1] Brehm, Jack W., and Cohen, Arthur R., Exploratione in Cognitive Dissonance, New York: John Wiley & Sons, Inc., 1962.

[2] Cleveland, Harlan, Mangone, Gerard J., and Adams, John Clarke, The Overseas Americans, New York: McGraw-Hill Book Co., Inc., 1960.

[3] Adorno, T. W., Frenkel-Brunswik, Else, Levinson, Daniel J., and Sanford, R. Nevitt, The Authoritarian Personality, New York: Harper and Brothers, 1950. (See particularly chapter IV, pp. 102-150.)

Cognitive dissonance is a concept that offers many suggestive insights into the mechanism by which a person accepts and processes (or rejects) information and experiences. Briefly, the theory of dissonance assumes that a person is comfortable when he feels congruence among his beliefs about the world around him. This congruence occurs when a belief (a) is sufficiently in accord with reality to allow him to communicate with other people and to operate successfully in his society and, (b) does not contradict other beliefs which he holds. When a person's beliefs are not consonant he experiences dissonance, felt as a tension which he strives to reduce. Dissonance can be reduced in several ways: (a) by rejecting dissonant information, or (b) by treating the dissonant information as irrelevant (a form of escape), or (c) by achieving a reordering of beliefs and behaviors which brings the new information into a consonant belief-system.

Brehm and Cohen have suggested that commitment to a situation which contains dissonant elements will heighten the dissonance and the tension and ultimately produce greater changes in belief and behavior than would occur if the alternatives of rejection or escape were available. In the population of Americans living in France, we could expect different levels of commitment. The businessman who must work with the French seems most fully committed to learning to live in French society, while the housewife seems least committed since her contacts with French people are relatively limited.

Dr. Kalervo Oberg, an anthropologist in the Health, Welfare and Housing Division of the United States Operations Mission to Brazil, has described a behavior pattern he observed in American nationals living in Brazil as "culture-shock." The symptoms of culture-shock are behaviors expressing

(a) frustration and hostility to the host country (criticisms of people, customs, service, etc.), (b) excessive concern about food, health and cleanliness, (c) fear of being cheated, (d) delay in learning the language, (e) excessive dependence on fellow nationals, (f) fits of anger over minor irritations, and (g) nostalgia for the accustomed foods, language and customs of the home country. Dr. Oberg suggests that culture shock occurs most frequently three to six months after the person arrives in the foreign country. The first few months are a "honeymoon period," at the end of which the symptoms occur in their strongest form, gradually tapering off as the person becomes adjusted to living in the foreign country.

Ethnocentrism is a factor which should be considered in any analysis of the relationships between two nationalities. Oberg's concept of culture shock assumes the presence of ethnocentrism as a basic characteristic of the person suffering from culture shock. The features of ethnocentrism most relevant to this situation are: (a) distinctions between ingroups and outgroups involving stereotyped imagery of both groups (negative for the outgroup and positive for the ingroup) and a feeling that the ingroup is inherently superior to the outgroup. Presumably, culture shock would bring these ethnocentric attitudes to the fore, accentuating ingroup identification and precipitating the symptoms Oberg describes.

These conceptualizations about dissonance and culture shock suggest that there would be gradations in the tone of the comments, including carefully reasoned statements of differences, mild criticisms, expressions of hostility, and complete rejection of the French. The comments given by the respondents in the pretest would appear to support this expectation.

Identifying the Reactions to the Foreign Culture

The primary problem of the pretest was to design questions which would elicit information about the elements of French culture which are difficult for Americans to understand. Three open-end questions concerning the elements of French culture were tested. Each of them was designed to explore a different aspect of the respondent's reactions to French life. In the first question, the respondent was asked if there were any French attitudes or behaviors hard (for him) to understand. The second question asked the respondent to relate an incident that was crucial to his adjustment to French life. These two questions collect information about the elements of French culture to which the respondent reacts most strongly. In the third question 13 areas of French life were listed, and the respondent was asked to describe any difference he perceived between French and American life in each area. A summary of the kinds of responses received for each of these questions follows.

Hard to Understand

In question 8, page 2 of the questionnaire (see Appendix D) the respondent was asked, "Do you find any French attitudes or behavior hard to understand? What are they?" Nearly all the respondents were able to mention one or more aspects of French life difficult to understand. Most of their comments had a negative flavor, reflecting reactions to the frustration of not comprehending French life, and possibly reflecting a degree of culture shock and ethnocentrism as well. The most frequently mentioned item was rudeness. Many respondents commented about pushing and shoving in French crowds, or lack of consideration for other people. One respondent who reacted strongly summed up his impressions as "Rudeness, arrogance and self-centeredness."

The next most frequently mentioned item was the French temperament. Many respondents seemed to feel offended by public displays of emotion they saw in France. Comments described the French as "hasty-tempered" and "highly excitable." The third most frequently mentioned topic was French driving and traffic manners. A typical comment in this area was, "The lack of driving courtesy and their disregard for complying with driving laws and regulations." Other comments concerned such subjects as chauvinism, politics, sex, hospitality and traditionalism. (See Appendix A for examples of responses to question 8.)

Critical Incidents in Adjusting to French Life

Question 9, page 2 of the questionnaire asked the respondent to relate an incident that was crucial to his adjustment to French life (see Appendix D). There was considerable diversity in the responses to this question, a diversity that seems to reflect several levels of experience in living in France. Some respondents answered as outside observers of French life, some as active participants. In general, the comments made by the housewives were concerned with finding and furnishing their homes, shopping for food, the cost of living, making friends, the lack of places for children to play, etc. Incidents related by businessmen concerned traffic problems and language problems. College and high-school students commented about learning the language, making friends, anti-American feeling, friction over the use of hot water and electricity, etc. A few examples of critical incidents are quoted below and more are given in Appendix B.

Critical Incident A, Female, Age 33

Trying to get settled in your new French home is very difficult. The French do not call on you and see if they can lend a hand or give helpful information. It is not like the U.S. when you go to the store for things needed to set up housekeeping or to one place for seeing about hooking up washer, dryer and stove. They are never in a hurry to help; everything must be done when he or she is ready and at their pace.

Critical Incident B, Female, Age 38

My first shock on arriving in Paris was the high cost of living. This "system" they have of charging several months rent as a deposit, and the fact that rents are so extremly high.

In order to have an apartment with some of the comforts we have in the U.S. we find ourselves paying twice the rent besides being charged tax for the privilege of living here. The second large shock is the way children are not allowed to play on any grass; there are no ball parks or places for children other than the sidewalks. Then they must not play ball or ride bikes. It is frustrating that these children have no outlet for their energy.

Critical Incident C, Male, Age 46

A small boy was running down the street not looking where he was going and ran into a post. He fell on the sidewalk and arose screaming, with his forehead split open from hairline to eyebrows, his face covered with blood. There were approximately 60 people close by (presumably French since the location was a residential district of Paris) who glanced casually at the child and continued on their various ways.

The driver of a sedan started to back into a parking space in Paris; a small light-bulb shaped vehicle headed in from behind and took the space. The driver of the sedan left his vehicle in the street, rushed at enlarged light-bulb and pounded his fists on top of it. The driver of the light-bulb then attempted to run down the driver of the sedan. (In this case no blood was shed.)

Critical Incident D, Female, Age 35

Having lived many years in France it is not possible for me to single out one specific incident (though for sure there have been many, but minor) as crucial in my adjustment to French life. I would say, however, that my adjustment to French life was rendered difficult in that for a long time I did not understand the gradations of response I received in dealing with French people. I have learned by experience the reason why the French language is considered the ideal for use in diplomacy. The fact is that neither the French language, nor the French philosophic attitude is that of absolutism, but rather filled with gradations and refinements of meaning. In this way, the answer to a specific problem can always be "worked out" but is seldom firmly available at first hand. Since I consider that I come from a society where precision of meaning is considered of highest value, it has been this aspect of French life which has created for me the most crucial problems in France.

Critical Incident E, Female, Age 21

Among "first dates" and incidents when waiters have hollared after me for not having left a proper tip, I had one major crisis. I share a room with a French girl, who is a gem, and with whom I get along very well. We had our differences, however.

After beginning classes at the university I began worrying about studying. I was fine during the day at the library, but needed my desk at home with a good light in the evening, the latter which I didn't have. My roommate one day heroically presented me with a wonderful lamp with a 25 watt bulb by which to study. This is a far cry from the 100 watts to which I am accustomed. Isaid I was very pleased, but the next day went out and bought a new bulb. For three weeks at least following that I was lectured on how I was wasting electricity. When I wasn't being lectured I would see her reading on the other side of the room by the light of my lamp, so I started in on how she would be blind in 10 years. Now the French are very economical, its true, andthis incident is not an exception. I still feel like somewhat of a criminal when I study by my gigantic light. All other lights are put out while I study - certainly to impress more upon me the fact of my waste and the gravity of the problem - I can't quite understand the attitude. The same thing goes for hot water, of which we have (happily) a limitless amount. Like most French she would rather be dirty and economical on the water (which is included in the rest of the rent along with the electricity) than take a bath, or blind rather than have proper lighting - ? It made for rather strained relations for a time.

Critical Incident F, Male, Age 18

I was during my first year here in a French tutoring school to learn French, I arrived in this country knowing nothing about the people, completely naive in my plans to adjust. Naturally I was every bit the American boy. I spoke with an open mind to the student at this school, never disagreeing, always trying to make myself liked and give them a good image of Americans. In a few months I realized that all I had accomplished was to make myself labelled. They were scared off by my open attitude. It was too open to be sincere. They were suspecting where I was concerned. They felt best when they were alone discussing me, justifying their prejudice. Hesitating to take a prejudice myself, I kep trying. Eventually it hurt. I gave up crusading. This was my first real experience, and gave me my first concrete impression.

Differences Perceived in Specific Areas of French Life

Questions 10-22, page 3-7 of the questionnaire (see Appendix D) explore the differences perceived between French and American life in 13 specific areas. There were differences in the number and type of comments given by the different groups of respondents. The business and professional people and the college students made the most comments about the most subjects. Most of the housewives commented on Family Life, Friendship, Leisure Time, and Etiquette, but made few comments about the other subjects. The high school students' comments were about Family Life, Leisure Time, Etiquette, and the educational system in France. The following paragraphs will summarize the responses to their questions and illustrate the type of analysis that will be used to order the data. Examples of the comments given in each area will be found in Appendix C.

Family Life. This aspect of French life received the most comments. The variety of observations indicated that there were a number of cultural differences stemming from the family setting. The comments ranged over such subjects as cooking, meals, etiquette in the family, hospitality, raising and discipline of children, the closeness of family ties, and the role of women. The close supervision of French children and adolescents were menttioned most frequently. Comments about cooking and meals, about the role of the woman as wife and mother, the closeness of family ties and joint family activities was next most frequent; a variety of other aspects of family life were mentioned. This is an area which will provide excellent material for educational use.

Religion, Philosophy. About one-half of the respondents commented on religion religious practices, and philosophic attitudes in France. There were several comments that indicated a general lack of interest in religion ("don't care," "don't go to church," etc.) on the part of the French, and a few respondents mentioned the presence of atheists and "free-thinkers" while others remarked on French interest in philosophical ideas rather than religion.

Friendship. Many of the respondents commented about French attitudes toward friendship. Most of these respondents felt that the French were slow, even reluctant, to make new friends, but that when they did make a friend they were very loyal. The comments in this area were negative in tone, suggesting that the respondents felt rebuffed and somewhat resentful about not being accepted readily by the French people they met.

Leisure Time. Several respondents commented on French leisure time activities Comments about cultural activities (going to museums, concerts, art galleries, and reading for pleasure) were most frequent. Outdoor activities such as walking, bicycling, trips to the beach or mountains, etc. were also frequently mentioned. Other activities mentioned included seeing motion pictures, sports clubs, dancing, talking. The lack of sports facilities such as baseball fields, tennis courts and bowling alleys was mentioned as limiting recreational activities. Other interesting comments included reactions to the Frenchmen's August vacation; one respondent commented that "virtually nothing is allowed to interfere."

Etiquette. Most of the respondents commented on French etiquette. The most frequently mentioned item was the general formality (shaking hands, the number of rigorous rules of behavior, formality of address, etc.) Several persons commented about French table manners, and a few mentioned the lack of some usual (in America) courtesies to women. A few respondents commented that there was a lack of the spontaneity and true consideration in French etiquette which they felt was the basis for the more casual (intermittent) American manners. One respondent said, "The ritual of 'politesse' appears to be almost a substitute for taking the trouble to react to many daily situations."

Education. Most of the respondents made comments about the French educational system. Many linked education with social prestige (respect for the intellectual, and social-class selectivity of the educational system). The rigorous courses, long hours, and strict discipline were also mentioned frequently. Several respondents expressed some dissatisfaction with the system in remarks about rote learning, old texts, lack of development of creativity, etc. Several other specific differences between French and American schools were noted: state support and scholarships, non-coeducational high schools, lack of social activities, emphasis on language courses, depersonalized system, etc.

Politics. Many of the respondents commented about differences in French politics. Several aspects of French politics were mentioned, and conflicting impressions were reflected in the comments. Some respondents felt that the older French people were reluctant to discuss politics - while a few respondents described the French as eager and ardent discussants. The most frequently mentioned characteristic of French politics was the diversity of opinions and parties, and the lack of unification except under strong leadership. Some respondents felt that the French were interested in politics, while others felt there was a lack of interest. In general, most of the comments reflected only a superficial interest in French politics on the part of the respondents.

Social Classes. Several respondents observed a difference between the French and American class structure. The two groups of respondents most aware of the differences were the business and professional people and the college students. In general, the respondents felt that the French were more class-conscious than Americans; that the classes were more distinct from each other than American classes, and that there was little mobility between classes. One respondent noted that "Although France is stubbornly republican, she is slightly paradoxical in her tenacious clinging to things aristocratic. People still hold titles, and quite a bit of importance is attached to this."

Sex. There were several recurrent comments about the French attitudes toward sex. The most frequent comment was that the general attitude was "freer" or "more open" and "less Puritanical." Some respondents felt the French attitude was "too lax" or "too free." Several respondents mentioned that the French have a pragmatic attitude toward sex. A few respondents, high school students, felt that French children were relatively uninformed about sex, or specifically were not informed by their parents until age 16 or older.

Pace of Life. Many of the respondents commented on the pace of life in France. Nearly all found the pace slower. Some of the comments were neutral observations, and some comments indicated the respondent's appreciation of the slowness ("less pressure - more relaxed," "people seem to enjoy life and are not hurrying to rush through it"). A few respondents indicated some dislike of the slower pace, while others noted with regret that the pace is accelerating as France becomes more industrialized.

Temperament. The many comments about the French temperament formed a general consensus that the French were excitable and argumentative, and that they lost their tempers easily. One high school student remarked, "Their temperament is just mad." The responses to this question supplement the section on friendship. In that section the French were characterized as cautious and reserved in personal relationships with strangers.

Ethics. A few respondents made comments on French ethics in business and personal relationships. The comments about business ethics were generally negative. There was some indication that part of the criticism might be lack of understanding of what the French consider to be "honest" or "dishonest," and also ,of different methods of pricing merchandise. Comments about personal ethics also indicated that some aspects of personal ethics were disconcerting to the respondents.

Material Conditions. This item will have to be split into two categories in the final questionnaire: a rating of material conditions in France and a separate question about French attitudes toward material conditions. The meaning of the term "material conditions" will also have to be clarified for the respondents. There was a general consensus that many "modern conveniences" were lacking in France for the major portion of the population. However, descriptions of the attitudes of the French toward these conveniences indicated that the younger French people desired to have conveniences such as refrigerators and that when they did possess them, these items were regarded with pride and were a symbol of prestige. In general, it was felt that the French use sparingly the conveniences they have. As one respondent said, "To make a long story short - don't waste your landlord's gas, electricity or water for even the briefest unnecessary moment!"

Questions Classifying the Respondents and Their Experience of French Life

Two types of closed-end questions were tested that identified characteristics of the respondents which were expected to be related to their adjustment to French life and to provide basic information about the type of Americans living in France. The questions classifying the respondents by age, sex, occupation, education, etc. are on the last two pages of the questionnaire (see questions 26 to 36, pages 10 and 11, Appendix D). The questions describing the respondent's experience in France are on the first page of the questionnaire (see questions 1 through 6, page 1 of Appendix D). These questions, together with the classification items are susceptible to an intercorrelational analysis which can be used to develop insights into the presence of culture shock among different types of Americans living in France. The questions concerning the length of time the respondent has lived in France, his ability to speak French and the degree of his participation in French life are expected to be particularly relevant to the presence of culture shock.

Experiments were conducted during the pretest using polar adjectives to describe the French and American peoples. In the pretests, the words chosen most often to describe the French were: (a) excitable, (b) reserved,

(c) interesting, (d) individualist, and (e) rigid. The words chosen most often to describe Americans were: (a) clean, (b) sociable among themselves, (c) active, (d) outgoing, (e) honest, (f) optimistic, and (g) hardworking. It is interesting that there was no overlap in the description; the separateness of the lists is in line with Oberg's description of the symptoms of culture shock (i.e. the tendency to see one's own people as having all the virtues and the host people as having poor or bad characteristics).

Apparently the use of polar adjectives has considerable potential for the investigation of culture shock. It seems advisable that seven-point scales, as developed and tested by Osgood, Suci and Tannerbaum, be used in this investigation.[1] These scales permit the respondent to indicate the relative intensity of his feelings about specific features of his own people and of the host people, with more precision and ease than a choice between two adjectives would permit. It would be expected that respondents suffering from culture shock would tend to rate Americans higher on all the favorable words, and the French higher on the negative words, than would respondents taken before or after the shock period. For example, a scale of sociable-unsociable would show Americans receiving ratings of 1 and 2 (very sociable) and the French ratings of 6 and 7 (very unsociable).

The seven-point scale with polar adjectives was tested in classes of French language students at the University of Washington; 137 students who had not been to France were polled in these tests. On most of the scales they perceived only slight differences between the American and French peoples, but there were differences in degrees (i.e. the French were more sophisticated, more interesting, etc.). Pretest responses by Americans living in France indicated that their ideas about the French had changed markedly. Ratings of polar adjectives on a scale would measure this change.

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[1] Osgood, Charles E., Suci, George F., and Tannenbaum, Percy H., The Measurement of Meaning, Urbana: University of Illinois Press, 1957. (See particularly chapters Three and Five.)

The pre-test results lead one to anticipate that a factor analysis of the recommended scales (see pages 8 and 9, Appendix D) would uncover unifying factors, tentatively identified as follows:

1. Rationality - skeptibility factors:
    a) Excitable - Levelheaded
    b) Optimistic - Pessimistic
    c) Naive - Sophisticated
    d) Suspicious - Trusting
    e) Theoretical - Pragmatic
    f) Fair - Unfair

2. Rigidity Factor:
    a) Flexible - Rigid
    b) Cooperative - Uncooperative
    c) Selfish - Unselfish

3. Sociability Factor:
    a) Sociable to Americans - Unsociable to Americans
    b) Sociable Among Themselves - Unsociable Among Themselves
    c) Reserved - Outgoing
    d) Boring - Interesting

4. Discipline Factor:
    a) Active - Passive
    b) Hardworking - Lazy
    c) Disrespectful of Authority - Respectful of Authority
    d) Conformist - Individualist
    e) Weak - Strong

Polar-adjective scales have a considerable potential as an instrument for measuring reactions to foreign cultures and peoples. If the list of adjectives is left open-ended, the respondent can list any adjectives he feels are particularly appropriate to describe the host people. In this way, through continuing research, the list would be refined to make it more characteristic of the French. Similar research instruments could be developed for other countries by using the same techniques.

The statistical analysis of the quantitative data will include the use of the following 7090 computer programs as appropriate to the data: (a) a cross-tabulation matrix generation program, (b) an inter-correlation matrix, factor analysis package program, and (c) (if advisable) a multiple regression program. These programs will be available in the library of the Research Computer Center of the University of Washington.

RECOMMENDATIONS REGARDING THE QUESTIONNAIRE

Questions About Elements of French Culture

The major portion of the questionnaire is devoted to questions about the various elements of French culture that Americans find different from their own culture and possibly hard to understand. (See questions 7 through 22, page 1-7 of Appendix D). In general, these questions proved satisfactory; only a few additions have been made.

1. Question 7, Things most liked about the French. (See page 1 of Appendix D). This question was added to define the areas of congeniality between French and American life. It also provides a more balanced picture of the Americans' reactions to French life.
2. Questions 8 and 9, Things hard to understand, and critical incidents. (See page 2 of Appendix D). No changes were made in these two questions; they were proved effective in the pretesting.
3. Questions 10 thru 22, Areas of French Culture. (See pages 3-7 of Appendix D).

   a) The question about French ethics has been eliminated. Only a handful of respondents made any comment in this area, and these comments had been duplicated in other sections of the questionnaire.

   b) The question on material conditions has been split into the two questions 21 and 22 (page 2 of Appendix D). Question 21 calls for a rating of the difference in level of material conditions between France and the United States; question 22 calls for a rating of how the French differ from Americans in their attitudes toward material conditions. These separate ratings will help to clarify the responses to this area of

French life. Some respondents seemed to feel that the younger French people were eager to acquire new appliances, more electricity, etc., while older French people did not really care about such satisfactions. c) In response to suggestions from respondents, the format of these questions has been changed to facilitate writing in the responses for each area separately. Ratings of the degree of difference perceived in each area have been added. The pretest data indicated considerable gradations in the amount of difference perceived; a measurement of the relative degrees of difference would contribute to the educational use of the materials. The ratings would provide a needed indication of the areas where the perceived differences arouse the strongest reactions.

General Questions Pertaining to French Experience

1. Question 1, Time spent in France. (see page 1 of Appendix D). We recommend asking the actual number of months or years the respondent has lived in France, rather than using a closed-end question. In view of Oberg's article on culture shock, the periods of time in France should not be categorized until the distribution of raw data has been analyzed. It will be easy to code and combine at that time. There is an additional advantage in asking the respondent for the actual time period; in this way the chances of respondent error (picking the wrong category) are greatly reduced.
2. Questions 2, 5 and 6, Changes in ideas, differences perceived, and liking for the French. (See page 1 of Appendix D). We recommend strongly the use of seven-point scales for these questions in order to learn the gradations of opinions and the relative intensity of feeling. This

will facilitate analysis of these opinions as they relate to the amount of time the respondents have been living in France.

3. Question 3 and 4, Participation in French life and speaking French. (See page 1 of Appendix D). We strongly recommend that these questions be put on the seven-point scale. There was evidence in the pretest that respondents were uncomfortable about responding to the verbal scale: at times they selected a point between categories, or redefined the verbal categories to express their level of social participation or of language competence. Previous experience with numeric scales as compared to verbal scales has shown that (a) responses to numeric scales are more stable, and (b) numeric intervals can be assumed equal, while verbal intervals generally are not equal. Some face-to-face interviews indicated that seven-point scales are practicable here. An additional convenience of numeric scales is that the responses can be used in extended form or in combined form for various computations. If there is still a desire to use the verbal categories, we recommend that both types of questions be used.

Polar Adjectives

Twenty pairs of polar adjectives have been selected from the 25 pairs in the pretest (see pages 8 and 9 of Appendix D). We strongly recommend that these pairs of polar adjectives be used as the end points of seven-point scales so that gradation of opinion about the French may be collected. The scalar form will allow the respondent more freedom to record his opinions, and data from this form of question will provide a more complete and realistic picture of American reactions to the French than could be obtained by a forced choice between words.

Five word pairs were eliminated by the pretest: (1) credulous - skeptical, (2) proud - humble, (3) cautious - impetuous, (4) make snap judgements - make reflective judgements, and (5) self-disciplined - self-indulgent. The first pair of words was dropped because it appeared to be a duplication of another scale. The remaining four were dropped because (a) there was no discrimination between the French and American people in the responses, and (b) the number of respondents unable to choose between the descriptive words was disproportionate.

An open-end question asking the respondent to write in additional adjectives to those in the scales has been added to pages 8 and 9 of the questionnaire (see Appendix D). As each wave of interviewing is completed, these questions will contribute to the expansion and refinement of the scales as a measuring instrument for culture shock and ethnocentrism. We feel that the development of these scales will demonstrate the applicability of this technique to studies of American reaction to other countries as well as France, and to the reaction of other peoples to America.

Classification Questions.

Basically there has been little change in the classification questions. Our recommendations concerning these questions are as follows:

1. Questions 26 - 28, Occupation. (See page 10 of Appendix D.) We recommend that the standard Census Bureau occupation questions be used to facilitate the completeness of the responses and to provide occupation data comparable with data from other sources and studies. The recommended procedure for selecting respondents (see next section) will result in interviewing

different occupational groups in successive waves. Following this procedure, we recommend that three forms of the questionnaire be used: (a) a form for business and professional people, using occupation question 26, (b) a form for housewives, using question 27, and (c) a form for college and high school students, using question 28.

2. The question about traveling in France with or without advice and help from government agencies has been dropped. In general, the responses to this question indicated that respondents felt that people who were taking a short trip and could not speak the language should use the governmental assistance, but that people who spoke French and were taking a longer trip should go on their own. The responses in the pretest did not show that the question differentiated, as it had been intended to do, between respondents of the self-reliant type expected to enjoy French life and the other-oriented type expected to feel "left out" in France.
3. Question 33, Marital Status. (See page 11 of Appendix D.) We also recommend the use of the standard Census Bureau question on marital status rather than simply asking if the respondent is married or not married. (The "not married" category can contain several types of persons.) Experience has shown that the respondent finds it easier and occassionally less embarrassing to respond to the Census question.
4. Question 36, Sources of Information. (See page 11 of Appendix D.) A new category has been added to this question to gather data on the effect of the Armed Forces educational program for overseas personnel and their families.

RECOMMENDATIONS WITH RESPECT TO THE SELECTION OF RESPONDENTS AND THE ADMINISTERING OF THE QUESTIONNAIRE TO AMERICANS LIVING IN FRANCE

Types of Americans in France to be Interviewed.

The primary purpose of this study is to determine what elements of the French way of life need to be explained with particular care to specific types of American learners, notably elementary-school, high-school and college students, business and professional persons with a "felt need" to understand and to communicate with the French, and learners who have no vocational interest to motivate their learning about the French. It seems advisable, then, to interview persons of those types who are living in France. Experience with a children's questionnaire has shown that interviewing at this level is ineffective. Respondents can, however, be selected from the following groups of Americans living in France: (a) business and professional people who are vocationally in contact with the French, (b) college students (male and female), (c) housewives, and (d) high school students (male and female). These four groups have been chosen on the basis of their ability to provide information about various areas of congeniality and conflict between French and American life.

1. Business and Professional Persons. As the primary group of adults vocationally in contact with the French, these Americans are particularly worth questioning for two reasons. First and more generally, they prove to be the richest source of examined experience of life in the foreign country, by reason of their general education and their motivation to get along with the host people. Their observations are consequently valuable for teaching all groups of American learners. Second, their experience is especially worth relaying to Americans who will be going aboard to assume similar

responsibility, for these are the persons who exert the greatest influence on the relations between countries.

2. College Students. Next to the business and professional group, the college students showed the broadest contact with French life and made the most comments about differences they perceived in each area. Since the comments by the college students did not appear to show any major difference in viewpoint related to the sex of the respondents, it may be possible to consider all college students as one group during the major analysis.
3. Adults not gainfully employed, (Housewives). These Americans, largely housewives (tourists being excluded from the study), provide the richest evidence and some of the most enlightening perceptions in a few areas of contact between the two cultures, notably Family Life, Friendships, Etiquette, and Leisure Time activities.
4. High School Students, (Males and Females). Like the housewives, the high school students had less contact with French life. Their comments concentrated on the areas of Family Life, Education, Friendship, and Leisure Time. Some of the differences they perceived were unique, particularly in the areas of adolescent freedoms, dating and the educational system. The field testing thus far suggests very similar reactions among the males and females. It may be possible to treat all high school students as a single group during the major analysis.

Types of Americans in France Excluded from the Study.

1. Elementary School Children. It seems unprofitable to question elementary-school children concerning their reactions to a foreign environment. A brief questionnaire was designed under a preceding project (OE-2-14-031)

to be administered to children under 12 with the help of an adult, but was abandoned after testing which produced little useful information. It seems more worth while to approach children in two other ways. The first approach is to interrogate adolescents of high-school age and to use their responses (as well as those of adults), on topics within the areas of children's contact with the host population, as a guide to what will be of lasting importance for children to begin to grasp. The other approach, which complements the first, is to study the reactions of children in the United States to the teaching materials in use, particularly the filmed and tape-recorded models of life or speech in the foreign country. These reactions show well which points will have to be explained in the interest of tolerant and friendly attitudes.

2. Tourists and Expatriates. Two groups of Americans in France should be excluded from among the respondents sought: visitors who have been in the country less than two months, because their attitudes differ too little from the stereotype attitudes obtainable in their home country; and at the other end of the spectrum, the expatriates and retired persons, whose choice to live permanently in France makes them atypical of all the groups that concern American educators.

Americans in their third month of contact with French life are, however, of importance for the purpose of distinguishing between reactions due directly to cultural differences, and reactions due to a temporary state of more or less psychotic "culture shock." It is recommended that those in their third month be included, and their protocols subtracted for any count that must use a three-month cut-off point. The recommended wording of the questionnaire, asking how many months or years the respondent has lived in France, makes it possible to identify the protocols involved.

Information About Numbers and Types of Americans Living in France.

A number of persons and agencies have been contacted with requests for information concerning the number and types of Americans living in France. The list of population estimates and possible sources of further information is still growing. Appendix E is a summarization and directory of the sources and information gathered to date.

The reports and informed estimates vary by the tens of thousands, as Dr. Ian Forbes Fraser, Director of the American Library in Paris has noted in a recent letter. For example:

1. The American Chamber of Commerce in France estimates 5,000 to 6,000 American adults who have registered with the Prefecture de Police, plus 1,000 who have not registered. Using the adults as a base, the civilian total was estimated at 15,000 to 16,000 excluding tourists, military personnel and their families.
2. The U.S. Department of State, Bureau of Educational and Cultural Affairs has provided an estimate of 19,136 Americans living in France (again excluding the tourists and military personnel and their families).
3. The Bureau of International Commerce, U.S. Department of Commerce has given an estimate of 50,000 American civilians and their dependents for the Paris area alone.
4. The number of American children in "Dependent Schools" run by the American Armed Forces in France has been estimated at 18,000.

While definitive figures are not available at present, the estimates indicate that the American population in France is ample to provide the desired number of respondents in each of the four groups to be interviewed (business and professional persons, housewives, college students and high-school students).

The field testing has demonstrated that even one effective coordinator in France can obtain responses, diligently filled out, from persons in all these categories. Non-respondents are few, and their reasons have little or no relation to their attitudes; and respondents who are hostile or neutral to the foreign environment are as eager to express themselves as are the enthusiasts.

Recommendations for the Selection of Respondents.

1. The problem is not to persuade persons to respond but to select respondents without bias. The principal biases to be avoided are (a) concentration upon one age-level or sex, (b) dissidents or enthusiasts, (c) long-term or short-term residents, (d) friends of the investigator, (e) persons of one socio-economic level or type of occupation, and (f) persons all from one region of the United States. To overcome the danger of bias, several precautions are recommended:
    a) More than one agency should be employed to collect the data.
    b) A further competent person should be employed as consultant to verify that the procedures employed are adequate to the purpose.
    c) Responses should be collected from the Paris area and one contrasting area of France (probably a small town in the south), the latter to be determined with the advice of the consultants in order to be sure that a sufficient number of respondents will be available in the region selected. If such an area cannot be located, the interviewing will be done in the Paris Area.

d) The information sources and lists of potential respondents indicated in Appendix E should be systematically drawn upon.

2. The number of respondents to be selected from each of the four types must be sufficient to show the internal variation within each type.
3. The present inquiry should leave to educators in the several U.S. regions the defining of the local sub-culture that may modify, for them, the problem of teaching effectively about French culture and society.
4. For the purposes of the present inquiry, the following numbers of respondents are recommended:

400	business and professional persons
400	college students
300	housewives
300	high-school students
1,400	respondents

No further groups of respondents are believed to be needed. Dr. Gerard J. Mangone, Director of the International Organization Research Program in the Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University, suggested a control group of American respondents who have not been to France. It is believed, however, that the value of doing this has already been obtained by administering the "semantic differential" questions to such respondents, who merely described the French as a mirror of their self-image as Americans. The radically different reactions of informed Americans are a more useful guide for instruction.

Administration of the Questionnaire.

The following procedural recommendations are made for the administering of the questionnaire.

1. The interviewing should be conducted in a succession of phases, one phase devoted to each type of respondent. The four types should be studied in the order in which they are listed above, so as to utilize the responses of the more articulate groups in the later phases of the study.
2. Time should be allowed after each wave of interviews for a preliminary analysis of the data so that any needed changes can be made in the interview or procedures before the next wave of interviews. This sequential scheduling will improve the quality of the interviewing and allow rapid reporting and dissemination of data.
3. Research facilities in France should be consulted on the scheduling of interviewing and on the location and selection of respondents.
4. A few depth interviews should follow each wave of questionnaire interviews to explore the emotional overtones of respondent's reactions in greater depth.
5. A series of partial reports should be planned to be issued as the analysis progresses, so that the data from each group of respondents could promptly be made available for educational purposes.

THE INTENDED USES OF THE RESULTS

For the guidance of this inquiry's next phase, as well as for the larger purpose of seeing the whole inquiry in proper perspective, it is helpful to make explicit the intended uses of the results.

To Determine Needed Cultural Content.

The primary purpose of the inquiry, noted on the first page of this report, is to find empirically those aspects of French life that American learners should be helped especially to understand.

This purpose leads to a direct use of the responses to the final questionnaire -- after they have been tabulated and analyzed -- which may be indicated by a few examples.

If the responses confirm, as the field testing suggests, that Americans tend to resent not being invited into French homes, then it will clearly be important to bring to bear whatever knowledge will help the outsiders to understand the situation. It should presumably be explained that the privacy of the family is a psychological necessity for French people of almost every social milieu; that the French are relatively reserved about forming friendships, while the friends they accept mean a great deal to them; and that to many French people, entertaining means honoring the guest with elaborate and expensive hospitality. As one of the respondents generalized, they feel they must offer the best they have, or better.

If the responses indicate also that some dislike French education for its emphasis on discipline at the expense of encouraging original creativeness, this reaction will provide the opportunity to explain the French concern for reasoned form and craftsmanship, and the underlying assumption that to be "civilized" means, for any human being, that his plastic natural endowment has been shaped by a historically developed culture.

If the French as a host people seem more irritable to American newcomers than to long-time residents, then the newcomers may well examine whether they cause some irritations by showing symptoms of "culture shock" -- the more or less psychotic state induced by finding oneself in a strange society, to whose cues one is not prepared to respond properly.

Regardless of whether newcomers create the irascibility they encounter -- according to the pre-test, long-term residents do not differ on this point -- it will be of educational value to distinguish, as far as possible, the reactions due to the temporary emotional state from those due directly to the contrast or "cognitive dissonance" between cultures. The educational implications of these reactions are radically different. If the learner's reaction stems from culture shock, he needs to learn about himself, about the psychology of his own subsonscious processes, more than he needs to acquire a descriptive knowledge of the foreign culture and its social system.

American learners at home will not be suffering from culture shock as it is experienced by persons immersed in a foreign way of life. But the intercultural conflict points which are exaggerated by persons suffering from the ailment are nonetheless among the especially likely sources of antagonistic feeling, and hence are worth particular attention in teaching Americans at home. The phenomenon of culture shock, moreover, and the antagonism its symptoms may produce in a host people, probably needs to be examined as a part of a general education.

To Elict Research on the French as a Host People.

There will remain important questions for education that must be answered by the host people: what could Americans in France do, for example, that would make them more readily acceptable to their hosts? What types of foreigner, in their opinion, adapt the most successfully? The data already existing on such questions are being compiled, and the present project has had the by-effect of stimulating interest in correlating research on the attitudes of the French and American peoples toward each other. Mr. Jean Stoetzel, Director of the Institut Francais d'Opinion Publique, agreed to be an adviser to this project partly because of his interest in the possibility of correlating information obtained from the two sources.

To Contribute Toward a Rounded View of French Culture.

The defining of American reactions to French life constitutes one contrastive approach toward identifying what is distinctively French. This approach by itself, however, would lead to a very limited view of the whole. In order to use the approach as one source of knowledge about France or even as a guide for teaching Americans about that country, the substantive conclusions must be incorporated into a many-sided description of the French socio-cultural system. According to the findings of this inquiry's parent project, summarized in Mr. Nostrand's draft Handbook on the Describing and Teaching of Literate Cultures, the conclusions of the contrastive approach are to be reconciled with those of several other approaches, including the collecting and testing of hypotheses, filling in an inventory, trying out structural-functional models in delimited areas, and seeking main themes of the culture.

Within the contrastive approach itself, the results of the present questionnaire need to be compared with American reactions, attitudes and interests to be found in other sources, such as the publications of Americans in contact with French life, for example:

1. Commerce in France, monthly magazine of the American Chamber of Commerce in France. Editor, Dr. Philip W. Whitcomb, 37, rue Caumartin, Paris 9^{e}. $6.00 per year. Dr. Whitcomb doubts the existence of any report on American businessmen's attitudes toward France (letter of May 29, 1964), but believes that much background on the subject could be found in the past six or seven years of the magazine.
2. The Overseas Family, a periodical published for Armed-Services personnel and read by every American woman of the military group in France, according to Dr. Philip Whitcomb, who suggests consulting Mrs. Marian Rospach for background information, care of:

    Rundschau,
    Grosse Eschenheimstrasse,
    Frankfurt am Main, Germany.
3. The reports from the Cultural Attache of the Paris Embassy to the Department of State concerning Franco-American activities and discussions.

Insights to be used for comparison should also be collected from research studies and essays such as:

1. Cleveland, Harlan, and others, The Overseas Americans, New York: McGraw-Hill, 1960.
2. Garraty, John A., and Adams, Walter, From Main Street to the Left Bank: Students and Scholars Abroad, East Lansing, Michigan: The Michigan State University Press, 1959.
3. Jackson, Shirley, "No, I Don't Want to Go to Europe," The Saturday Evening Post, June 6, 1964, pp. 8-10.
4. Lerner, Daniel, "Interviewing Frenchmen," The American Journal of Sociology, 62, (2, September), 1956, pp. 187-194.

To Build a Theoretical Basis for Cross-Cultural Education

Hypotheses concerning the "interference" to be anticipated in adapting to a second culture, or concerning the most efficient way to overcome the interference, lack at present a settled foundation in social psychology. The consolidation of descriptive knowledge suggested in the preceding section with the theories of dissonance, commitment, and culture shock should gradually contribute toward the needed body of theory. Continuing research in this and other national areas, together with systematic experimentation with educational materials can lead to the development of highly effective teaching methods as well as an understanding of the effects of the concepts and symbology of a culture on intercultural communication.

To Apply the Findings to Relations with Other Countries

Several persons acquainted with a foreign culture area other than France have been shown the Questionnaire, "How Americans See the French," and have been asked what modifications it would need to ask the right questions of Americans in contact with a given culture. The opinions obtained are that little if any modification would be required for successful use in Western countries, while for heterogeneous national cultures of Asia or Africa, an American respondent would not be able to give any single answer to those questions which make use of his attitudes and reactions toward the host people: he would give one set of answers for his Westernized associates and other answers for the educated and the uneducated persons of wholly indigenous culture. Nonetheless, Americans can formulate their reactions to any country, and much could be empirically discovered about recurrent reactions that would have educational value.

Apart from descriptive knowledge limited to one culture area, the questionnaire can be expected to produce other findings of worldwide applicability. It will sharpen the definition of certain self-knowledge and skills requisite for successful contact with any foreign population.

The self-knowledge will probably bear on the effects of cultural ethnocentrism, of culture shock, and of prior schooling: It may be found, for example, that a Romanticized conception of a foreign country caught from school materials -- a conception such as one would have of America from Dick and Jane readers -- had aroused impossible expectations and so led to disillusionment with real life in the foreign country.

The skills to be defined will probably include prominently the trained ability "to understand the culture and analyze the power structure" of a country, to learn a language with confidence and efficiency, and the further skill of "cultural empathy."[1] Prominent likewise will probably be the ability to give an informed account, upon inquiry, of one's home culture and social structure.

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[1] Cleveland, Harlan, Mangone, Gerard J., and Adams, John Clarke, The Overseas Americans, New York: McGraw-Hill Book Co., Inc., 1960.

The Maxwell School authors of The Overseas Americans concluded, after citing the needs indicated in the passages just quoted, that the training for understanding and participating in the life of any foreign people should deal less with its unique features than with the knowledge and skills applicable to all areas.[1]

The use in many countries of all applicable parts of the present questionnaire should refine our conception both of the specific reactions to each culture and of the general characteristics of personality and education which favor success in understanding and communicating with that 95 percent of the world's population which bears a non-American culture.

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[1] (ibid., p. 293).

APPENDIX A

Examples of responses to question:

"Do you find any French attitudes or behavior hard to understand? What are they?"

FRENCH ATTITUDES OR BEHAVIOR HARD TO UNDERSTAND

Male, age 21: I find it very curious that in a country the size of France there exists such a great deal of sectionalism. In each region there is always a sub-culture, a culture with its own institutions, its own ideas, and occasionally its own language, and yet these sub-cultures function harmoniously with the general national French culture.

I find the French lacking very much in discipline. That is, a sort of public respect for one another. Traffic laws are flagrantly violated; the idea of waiting in a line for anything is intolerable for a French person. I at first interpreted this as merely an outward manifestation of a very deep sense of individualism. But now I am not sure. I think rather that it is mere selfishness, for I see no other more constructive aspects of this individualism manifested anywhere.

Female, age 51: A general apathetic attitude towards sanitation and health standards: the common towel and lack of soap in public restrooms; primitive toilet facilities in filling stations, parks, etc.; open gutters in villages and cities; generally inadequate plumbing and sewage equipment; open food markets; absence of curb-your-dog regulations.

Female, age 21: One thing that the French are very particular about is how much hot water and electricity one uses or perhaps keeping all the doors shut -- things that many Americans don't think much about. I also find that the French manner of speaking is quite sharp and straightforward, and am also amazed at the facility with which they carry on a conversation. When in a crowd the French can be quite rude and pushy, and you have to learn to fight for yourself.

Female, age 21: Individualism. This word seems to form a basis from which rise some difficult-to-understand attitudes of these people. Anyone coming to France can see conformism in one glance, yet French swear up and down to be individualists; they understand the word in a different sense. Being an individualist entitles a Frenchman to cross against the red light, to be a Communist, to cheat you in business, to prevent a professor from lecturing by shouting, etc. (most of these common to all French). They are also the greatest pessimists I've ever met. This probably stems from the war, but they are defeated before they begin.

Female, age 43: Why do the French consider driving a car as a game to be won or lost at each intersection or even each contact with another vehicle?

Why do French pedestrians insist on walking three or four abreast on narrow sidewalks, forcing solitary pedestrians to step into the street?

Why do bus, Metro, and train passengers vie with each other to be the first to dismount?

Female, age 16: I am so used to the French attitudes that they seem normal to me now, but to an American they would seem quite different. For example, the French people are in general quite impolite and uncooperative with each other and even with Americans or foreigners. They seem to be unsatisfied with everything. The average Frenchman complains constantly of the bad weather, but when the sun comes out at last, he complains that it is too hot. The main fault of the French is their character and personality. They are in general very conservative-minded. I will add that I have been living in Paris for eight years, and not in any other part of France. The Parisians have the above reputation more than the other French, and it would be unfair to say that they are all like this.

FRENCH ATTITUDES OR BEHAVIOR HARD TO UNDERSTAND

Female, age 34: There is only one attitude that I find difficult to understand about the French, and that is because I've always thought that physical facts are physical facts and that's that -- no arguments. Here, however, medical facts aren't quite the same as medical facts in the U.S.A. The function of the liver in the body, for example, and the treatment of malfunctions of the liver don't correspond to American liver functions, oddly enough. There seems to be a liver cult here (even though, in my naivete, I've always thought that the same medical facts are available here as at home). No matter what might be wrong with the person, if he has a pain somewhere between his shoulders and his knees, and the pain is in the front, it MUST be the liver that's doing it. And he MUST go on vacation to cure it, stuffing himself in the usual way. But he always comes back from vacation feeling better even though he's eaten and drunk enough to stagger a horse. Nobody in France ever has a simple upset stomach, or even acid indigestion. It's liver trouble. One must NEVER eat bacon and eggs or such for breakfast since it's dreadful for the liver. It's always difficult for me to reconcile these theories with American habits, since these things are scientific and, ergo, there should be an absolute quality to them.

Male, age 45: Their firm conviction that they are the chosen people to represent any and all cultural aspects of life; this ranges the gamut from philosophy through the arts to technical endeavor.

Male, age 17: Yes, I find that the French people on the whole are very lazy and don't care about the other person. He has no respect for promptness or other people, or what people (Americans) think of him.

Another aspect is that of entering a Frenchman's house. Unless you have become very close friends with him, going into his house, mainly the kitchen, or sharing his food is unheard of.

Female, age 16: Their attitude toward their own government. How can they expect decent roads when they try their hardest to get out of paying taxes?

Female, age 43: Political and social apathy. Acceptance of authority -- I mark 4 because, while there is no respect for tax authorities, there is too much for school authorities.

Female, age 21: I find several realms of French attitude and behavior difficult to understand. First of all, in politics, the desire of a great many to appear partisan to the left. The left seems to connote broad-mindedness and progress, movements which everyone wants to be a part of. Therefore, regardless of how one votes, there is a desire to vote on the left.

The French attitude toward religion is also difficult for me to understand. Catholics are either "very fervent" or lax. But even the very fervent by French standards are not daily communicants. The "non-practicing" Catholic, by our standards, is very common and evokes little criticism. There is no social pressure involved with religious practice. On the other hand, the French Protestant appears more devout than the American Protestant. However, he is also almost fiercely defensive.

Female, age 20: Yes, the dogmatic, self-satisfied outlook on the rest of the world. The exaltation of France is sometimes hard to take, but in the end, it's not far from true.

Male, age 17: Having lived mostly in Paris, I can only voice my opinions on the Parisiennes. They are a stubborn, impolite, and highly excitable people. As for the other parts of France, I've seen on vacation, I think they are good-natured, jovial, and polite people. The Parisiennes also tend to shun foreigners.

FRENCH ATTITUDES OR BEHAVIOR HARD TO UNDERSTAND

Female, age 20: In matters of education the attention to form is frustrating and at times seems ridiculous to the American student educated according to the precepts of John Dewey. In France all subjects divide into 3 clearly-defined and equal parts, and one must twist the subject to conform to the mold. This practice is admittedly fine mental exercise, but it also focuses the student's attention on the form of his paper or expose, rather than on the substance, and distracts him from experimenting with a subject and trying "to find an original approach to an old subject."

Female, age 16: Yes, the attitude that the French have toward anyone who cannot speak French; very few will try to help you. Also that feeling that they have toward themselves. They are not as friendly or as willing to entertain someone in their own home. This is true with the older people especially. If someone is entertained (you), that person must immediately entertain his host.

Male, age 18: The French are not hard to understand and neither is their behavior, although it is necessary to adjust to them. The French are not as concerned with world opinion as Americans are. The French seem to have the feeling that if someone disagrees with their policies, that's too bad for the other person.

Female, age 29: The difficulty encountered in rationalizing and arriving at a sound conclusion is often set aside in favor of "flaring up" and "jumping" to hasty decisions.

Female, age 30: Child needs written invitation to go over to a little friend's house even if it is only next door.

I find the formality very much overdone and in some cases just put on.

The shopping situation here.

Female, age 43: Their attitudes, behavior in a car on the highway are hardest to understand. They are not friendly -- do not smile when you meet them on the streets, in Metro, etc. etc.

Female, age 39: I've found the French to be socially immature. They seem to be afraid of the "stranger" or would rather not bother with him. In stores the customer is not always right; in fact, in large stores he is frequently ignored! Tipping is too much of a bad habit here. Service is oftimes added to the check, but that is usually the only evidence of it.

Male, age 36: Shopping habits.

Segregation of society according to working classes.

Holding to traditions long out-dated.

The great importance they place on eating.

Female, age 17: French behavior cannot be compared to the American behavior because it is extremely different. It seems that they are self-centered, concerned about themselves. French attitudes make one feel unwanted. They have a realistic attitude and are not at all naive.

Male, age 21: All French attitudes and French behavior are difficult to understand, but worth the effort.

Female, age 35: Sometimes it is difficult to reconcile French manners which can be lovely to the extreme rudeness and lack of consideration for others which can follow immediately. One learns to expect explosions between French people, harsh voices and words in an argument, and two minutes later these people act as if nothing ever happened.

Male, age 21: Yes, class consciousness, "mefiance" among themselves and towards foreigners.

FRENCH ATTITUDES OR BEHAVIOR HARD TO UNDERSTAND

Male, age 37: No, the differences in our attitudes and behavior seemed readily explainable through differences in our history and culture.

Male, age 16: I find many of their behaviors are stereotyped. Their culinary habits chain the French to the past. French seem to love their squalor while men in other lands are trying to make a better life for themselves. They seem to be worshiping the past, never building to replace out-of-date and useless buildings, roads, etc.

Female, age 20: The most strikingly different, and at times incomprehensible, French behavior is their methodical attention to form rather than substance. This attention manifests itself in innumerable subtle ways, but it is particularly noticeable in their formal system of etiquette, the ritual of "politesse," and in their attitude toward education.

The ritual of "politesse" appears to be almost a substitute for taking the trouble to react to many daily situations, and it is certainly an impenetrable barrier for a foreigner who would like to get past the formalities of polite after-dinner conversation and to discuss a subject of some substance. The ritual of "politesse" does not, however, seem to carry over into situations where courtesy is really necessary. For example, they drive like fiends and would rather risk an accident than yield the right-of-way. Their ideas of politeness in matters of personal habits, that is to say, sanitation, are a bit startling to an American.

Male, age 41: No, not really, unless one would tend to generalize on some particular attitudes and behavior of one's friends, which might tend to distort, since it may not be true of the majority. However, among those people whom I know best, I have noticed they are quite reluctant to change, or accept changes in the way they do things. They seem to feel that what was done by their forefathers is good enough for them. They seem to worry only about today and accept the idea that tomorrow will have to take care of itself. Also, the willingness with which they accept the "red tape" inherent in official life. Reluctance to "modernize."

Female, age 41: As a first-time visitor, one is miffed by the aloof facade towards foreigners adopted by so many of the French people.

They seem to be mildly antagonistic towards Americans; especially they seem to be ingrained in them a distrust of strangers.

They are very proud, stubborn, and often quick-tempered.

Female, age 20: The French people seem much more aloof, more distant than people in the United States. It's much more "every man for himself" here. Also, the French can't bear (or so it seems to me) to let anyone get the best of them; they tend to be "me-firsters."

Male, age 21: "In politesse francaise" is much overdone. Politeness has become a matter of convention; charity is often lacking.

Female, age 22: Public displays of affection. French driving in Paris.

FRENCH ATTITUDES OR BEHAVIOR HARD TO UNDERSTAND

Male, age 17: Rudeness, poor dress, odors of unwashed people and stale clothing, run-down villages.

Male, age 39: Yes. The French generally believe that American morals are based on money. They do not want to accept the fact that an American tradition and civilization does exist. Anything that is not French will be scrutinized and most of the time rejected -- it is like a cover used by them to hide their discrepancies.

Female, age 20: The French are not as prudish as Americans, but their attitude towards sex is rather difficult to understand.

Male, age 20: A certain spirit of "chauvinisme" is difficult to understand only because my contact with French people has not been terribly broad. The same is true for the attitude towards nationalism and internationalism.

Male, age 26: Extreme sensitivity. Closeness of family life, thereby excluding all but most intimate acquaintances. Reserve and emphasis on formality.

Female, NR: Unbusinesslike, tendency to be lazy and indifferent, temperamental. Poor drivers.

Male, age 16: No, except the extremes of friendliness and unfriendliness that you run across.

Male, age 34: Many French people find it difficult to change the status quo.

Male, age 46: The lack of driving courtesy and their disregard for complying with driving laws and regulations.

Female, age 42: Their glorification of their 18th century; their ignorance of other countries' cultures.

Female, age 37: Some of the French are very inconsiderate towards others' rights: they try to get ahead of a waiting line of people. Some are very rude and are impatient towards foreigners who don't speak French.

Male, age 23: Individualism to the point of being very selfish. Lack of a community spirit.

Female, age 26: No -- only their driving; they want to be King of the road.

APPENDIX B

Examples of responses to question:

"What incident stands out as one of your most crucial experiences in adjusting to French life?"

CRITICAL INCIDENT 1, Male, age 50+

One day I had a row with a man in a taxi. I just ran into him to teach him some manners. Several days later a cop at a corner picked me up saying, "On vous cherche" and took me to the police station. I was given a date for appearance in court. When I got there, there were 3 judges or Presidents on the bench. A very serious court. Ordinarily when I am in any court and there's an opposing lawyer I refer to him as "Monsieur le persecutor" -- persecutor -- and I make a deliberate point of calling M. le President "votre honour" excusing myself by explaining that's the U.S. custom. The indictment was read and I was accused of accidentally hitting the taxi and running away from the scene of the accident -- of being a hit-and-run driver. I explained it was a case of "nulle casi" because, I said, it was not accidental, I deliberately hit the . . . on purpose-express. The President asked, "Why?" I said, "To teach him some manners; he was badly educated, badly born, and he cut in on me in traffic -- so I did it on purpose -- it was no accident."

I saw the 3 Presidents nodding their heads together like blue jays on a telephone wire, agreeing with me there was no case, but I said, "J'avais touche le taxi légerement comme un papillan sur une rose au mois de juin," and the Presidents nodded gravely and said, "Monsieur is a poet." I replied, "In this very chamber 100 years ago the books of the Great Charles Baudelaire, that is, were condemned and after 100 years he was pardoned; they were publishable again and his portrait was put on a postage stamp. But, your honors, pardon, Monsieurs les Presidents, the mill of French justice grinds slowly and small. I do not wish to wait 100 years to be vindicated -- I don't expect to live 100 years, and I do not want my picture on a French postage stamp. I would like to ask for justice at once. He corrected me and asked for decision of the court; I said, "No, justice!" In the meantime, my attorney had put 6 volumes of French poets I had translated on the bench. The judges were impressed and said, "Case dismissed." The senior judge complimented my attorney by saying, "Tell your client how well he conducted his defense." And that's how the French and I got adjusted to each other.

CRITICAL INCIDENT 2, Male, age 45

Regretfully, I must state that after 18 years residence here, I still cannot adapt to the excellent French cooking. Too rich, too many sauces, and generally too much.

CRITICAL INCIDENT 3, Male, age 39

Working hours are much longer, the amount of work done smaller. They take one month off on vacation and average one month sick leave.

CRITICAL INCIDENT 4, Female, age 34

I can think of no "crucial" experiences to relate -- only several anecdotes, some amusing, some telling of frustrations encountered here. I've never had the least little bit of difficulty in adjusting to French life. It's the very difference that fascinates me. The same would be true no matter where in the world I would be living.

CRITICAL INCIDENT 5, Female, age 50+

Having to adjust to the slow response of local technicians, such as plumber, electrician, etc. My husband and I have learned how to fix minor repairs ourselves, or we would have been "sans" water, electricity, etc. Adjusting to the use of using one major appliance at a time, e.g., no toast if the wash machine is in action and switching off the drier after 20 minutes or it will heat up too much and fuse.

Adjusting to the local laws, such as no hanging out of laundry on French holidays which are different to ours and no burning of leaves (garden) after noon on Saturday and holidays. These incidents are usually discovered through experience only, unless previously informed.

CRITICAL INCIDENT 6, Female, age 41

When we were house-hunting -- the high costs of rents and the idea that the French landlords demanded two and three months' deposit before he would rent you his quarters.

Just when I was being successful in teaching my children that Paris was a most acceptable place to spend a couple of years, a Frenchman on horseback blocked the path of the Army school bus, yelling at the children to go back to the U.S. where they belonged. He went on to tell them that he would never set foot in the U.S. and why should they come over to his country.

CRITICAL INCIDENT 7, Female, age 35

I found the "customer is always right" proverb a little hard to get out of my mind and learn instead "the customer is rarely right." I had learned (slowly) that the four months it took to get my washer installed was not unusual, etc., and I didn't even mind standing in lines in all the little shops. Last summer I was buying fruit in the little fruit and vegetable stand where I'd been buying for some time. I saw the day-before's cherries in an area and that day's fresh supply next to them still boxed. When the lady began measuring my order from the day-old supply, I asked please to have those in the box, saying they were bigger. The saleslady, in anger, dumped the fresh on top of the old, turning to me and saying strongly, "There, now, these are all the same." I replied nothing, and ordered nothing else. When paying, I accidentally dropped the bill in handing it over. The woman snarled, "You don't need to throw it at me. You are in France now and we are not dogs here." There have been similar but not as strong incidents in other shops.

CRITICAL INCIDENT 8, Female, age 36

There has not been any one crucial experience in my adjustment to French life, but I have been continually amazed at the rudeness of the French. As a woman, it has been appalling to me to be cursed in traffic by Frenchmen, and to be pushed and shoved in stores, on the street, and in the subway.

CRITICAL INCIDENT 9, Male, age 21

Every visitor to France must face one crisis while getting to know the French people, and that is the point where the foreigner becomes fully aware of the inherent pride, individuality, and indifference of the French. Generally, this is not a pleasant discovery. The temptation to close your mind to these people and quietly detest them is very strong during this crisis, but the only real crisis arrives when the foreigner gives in to this temptation. Because for the person who accepts the French people with all that is unpleasant about them, and who makes the further effort to understand them and associate with them, there is an extremely rewarding experience. The Frenchman is a rare specimen, a composite of universal beauty and universal ugliness. The visitor who fails to discover the former because of the latter has deprived himself of a lot.

CRITICAL INCIDENT 10, Male, age 18

To make a long story short, don't waste your landlord's gas, electricity, or water even for the briefest unnecessary moment!

CRITICAL INCIDENT 11, Female, age 20

Perhaps my earliest adjustment in Paris came when I began to date French artists, students, and businessmen. I hadn't realized to what extent French social mores differ from those of America. Once I spent an entire day and evening with a Frenchman. He never consulted me and dragged me from place to place until I was exhausted. His only attention to me was when he made amorous advances. We had eaten in a charming restaurant where he ordered for me without consulting me. I forgot to add that we had tripled and that it was a blind date. Finally, I was too tired to continue and asked to be taken home. He then presented me with a bill for my share of the day's expenses!

CRITICAL INCIDENT 12, Male, age 21

Crises with French landladies seem to be the biggest problems to overcome. Although my relations with my French hostess have been the best, two critical episodes have taken place in the household since my arrival. In the first case our landlady broke up a quiet conversation between a group of five girls and four boys which was held in her 18-year-old son's bedroom. She stated in the strongest terms that one does not converse with girls in a boy's bedroom. The second incident took place when two Americans whom I had invited to a party did not conduct themselves in a manner fully satisfying to my landlady. What I considered perfectly normal and innocent fun between an American boy and an American girl was termed "disgusting" by Madame. My argument that when Americans come to a party they find it hard to break away immediately from customary practices was not accepted. Madame stated that it was her house and that she alone formulated rules of conduct. Of the two, hers was the stronger argument, I must admit.

CRITICAL INCIDENT 13, Male, age 21

The first apartment I lived in was an upper-class building near Auteuil. I soon learned that although my family was charming and well-educated, their concept of "the social amenities" was quite different from ours in the U.S.A.

They were much more formal, and they stood on pure tradition very often to accomplish difficult social situations -- with the result that to an American who was used to a more open and frank way of living, the family appeared hypocritical.

We had several rather serious misunderstandings with our family before we learned that they would not change their manners, and that we would have to change completely if we wished to live in peace with them.

CRITICAL INCIDENT 14, Female, age 16

As I came to France when I was only eight years old, most of my problems were taken care of by my parents, but the first summer that we were here, my sister and I were sent to a camp in the Alps. We did not know one word of French and all of the other children were French. They all made fun of us and called us names because we were so different, and at first it was very difficult. The worst experience, however, was entering into an all-French school for the first time. The same incidents happened and lasted for about two months, but were soon adjusted to. I haven't had too many difficulties since then because I had hardly the chance to get adjusted to the American way of life before I came here. The main problem is the language barrier.

CRITICAL INCIDENT 15, Female, age 18

Since living in the States most of my life, I didn't have much of an idea how other countries felt about the U.S. One thing never entered my mind, and that was: Americans could be hated. I soon found out about 2 months after living in France. I was going to a French lycee, and of course there are always a difference in opinion among the students, but I had never been insulted or mistreated because of my nationality until one day a boy came running up to me; I noticed he had two flags in his hand, one American, the other Communist. He put the American flag right up in front of me, then threw it on the ground and stepped on it. Then he began waving the other in the high. This hurt me, because I had really never known someone to hate America like he did.

CRITICAL INCIDENT 16, Male, age 16

I think the incident, or series of incidents, that was most crucial in my adjustment was when I went on a camping trip to the Seine valley. My friends and I had to eat French food, drink French wine, and camp in French camping grounds among people who spoke only French. We met only one person who spoke English; this was an old lady who had run a cafe during World War I. She was very interesting to talk to, and she gave us an idea of what the soldiers were like in World War I; just like they are now.

CRITICAL INCIDENT 17, Male, age 17

Driving through villages: no one in sight, run-down buildings, crumbling walls; I thought France would be beautiful. In spots like the monuments in Paris, it is, but in the rest of France very poor.

CRITICAL INCIDENT 18, Female, age 37

The most trying or taxing experience in adjusting to French life has been trying to get a taxi when you want it. Once, while walking towards a bus stop to go to work, I saw a taxi and decided to hail it. The driver stopped; I got in and sat down. The driver was mumbling something and did not start the motor. When I inquired as to what he was saying, he asked me why I hadn't gone up to the head of the taxi station in the next block (in the opposite direction to which I was walking). At that hour in the morning I didn't feel like arguing with him but was wondering why he stopped when I hailed him and let me get in the cab if he was going to refuse to take me any place. I could not understand the logic of this, so I left the cab and took the bus after all. There have been other times during rush hours, 6 to 8 p.m., when taxi drivers will refuse to take you any place if you're not going in the direction of their home station where they terminate their working hours. This is true even if it's pouring down rain and you are loaded with packages. The drivers are too independent and feel they are doing you a favor personally in driving you rather than performing a public service in return for payment.

CRITICAL INCIDENT 19, Male, age 34

The most crucial personal experience of mine involves witnessing an automobile accident. One Frenchman ran his car, accidentally, of course, into the side of another. Fury was instantaneous in the face of the driver who was hit. He immediately withdrew from his auto, said absolutely nothing, and "jerked" the other Frenchman from his car. With many vile and vulgar expressions but not stopping for any explanation, he commenced to thoroughly beat the man who had hit him with his car.

CRITICAL INCIDENT 20, Female, age 34

Arriving in France in July, I was expecting warm weather with some sun. My first experience was adjusting to the damp climate. Purchasing services is another difficult experience in France. The repairman does not (1) work during August and (2) cannot be disturbed between 12 and 2. It was annoying to move into an apartment in August without blinds, curtain rods, etc., and not to be able to buy any until September 1.

CRITICAL INCIDENT 21, Male, age 18

Clothes were a big problem for me when I first came to France. The quality is very poor and the price is ludicrously high. Periodical trips to England have alleviated this problem.

Supermarkets are scarce in France, and freezers (as in the U.S.) are non-existent. Food must be bought every day and sometimes for every meal. It was annoying at first, but after a while going from shop to shop in search of edibles became fun.

APPENDIX C

Examples of responses to questions concerning differences noticed between French and American life, classified by subject area

DIFFERENCES BETWEEN FRENCH AND AMERICAN LIFE

FAMILY LIFE

Female, age 38: The man is more the master of the family. Wives spend more time in marketing and cooking. Meals are very large. French people seldom ask others to their homes. When they entertain for dinner, they take you to a restaurant.

Female, age 35: Generally the French practice a more formal and traditionalistic discipline in the home with regard to child and adult behavior than Americans. They bring up their children in what Americans would consider an old-fashioned way, and usually this means restraint on the freedom of behavior for a child. Although there is increasing modernization in outlook with regard to husband-wife relationship in the home, it is still normally expected that the wife will do the major part of the work required in the home, in contrast to Americans where often the husband "pitches in" and does some share of the work at home in consideration for his wife. There is a difference in ideas of hospitality, wherein Americans consider it generally fitting to be unostentatious when receiving in their homes, the French feel that if they receive anyone in their homes they must offer the best they have, or better. This is why the French receive guests less frequently than do Americans. Meals are considered important family occasions among the French, whereas Americans are rather informal with regard to meals.

Female, age 35: Teenagers do little dating in France; people come to dinner, there is little "dropping by for coffee." The woman is more in the home here; she does not have the activities we American women do; the Frenchwoman is a real cook, having few time-saving devices, so spends much time in meal preparation.

Female, age 16: The woman, though now becoming more independent, is still a slave to her kitchen, her children, and her husband's whims. Businesswomen are very rare.

FAMILY LIFE

Female, age 34: Whole social structure centered around the family; the home is the inner sanctum where only family members and childhood friends have access; the children are always strictly supervised and chaperoned, even in adolescence. The entire family meets at the table twice a day (hence a long lunch hour). Families go on vacation together, even with older adolescents, and seem to enjoy themselves immensely. Children's social activities are as formally arranged as the adults' (notes between parents, invitations, telephone calls between mothers, etc.); no hangouts or "crowds" of teenagers, particularly not for girls. Babies are adored and admired even by passersby on the street or in the Metro. Meals are rarely hurried. A great deal of attention is paid to meals, eating, food, cooking, gastronomy, etc. Much wine is consumed and practically no milk. Different foods are eaten here, e.g., horse meat is common (and delicious).

Female, age 41: Generally, it takes a long friendship before one is invited into the inner sanctum of the French home. A great deal more time and care is given to the French cooking by the housewife. Children do not have the freedom of play around their home as does the American child.

Female, age 39: The French child is kept in the nest, protected until the age of 18, and then literally dumped out. Women are second-class citizens, good for house-cleaning or love. Meals are important. I think some French live to eat. They spend a lot of money on food.

Female, age 33: Their belief is let a new baby cry, and not to feed them at night. As a newcomer, you call on them. The women seem to always be going to the market, due to lack of refrigerators. Main meal is (our lunch) dinner from 12:00 to 2:00.

DIFFERENCES BETWEEN FRENCH AND AMERICAN LIFE

FAMILY LIFE

Female, age 37: Child care -- "swaddling" the baby of one or two months in such a manner that it can hardly move its legs; in feeding of an infant, its arms are bound so as to prevent its knocking the spoon from the mother's hand; too restrictive in the child's diet.

Male, age 20: One can note differences on various levels. The high quality of French gastronomy and French wines is undoubtedly the reason why each Frenchman takes off two hours in the middle of the day to have a fine meal, complete with hors d'oevres and wine, while his American counterpart settles for a hamburger and milkshake or a tuna sandwich. And the American does not catch up with the large evening meal because the French evening meal may be light, but a delight. There is also the pronounced difference between the small French breakfast of bread and coffee and the American ham and eggs.

Female, age 43: Families are close-knit and generally self-sufficient. There is some indication of a drift away from the previously accepted practice of absolute male dominance in the family, but particularly in the lower classes this practice is still quite noticeable. Children in upper and middle-class families live a relatively sheltered life; those in lower-class families move in virtually complete freedom.

Male, age 18: Where hospitality is concerned, the French seem, to their credit, to take the idea of private social entertainment far more seriously than we do; that is, one would not expect a French couple or teenager to simply throw a party because it seemed to be a good idea. It appears that there must be a better reason, some special occasion perhaps, and that more thought is to be devoted to the planning.

FAMILY LIFE

Female, age 21: Children are given a great deal more attention and affection and treated with much more respect in France than at home. In a family all activity is directed toward them and no sacrifice on the part of the parents seems too great. Discipline does exist, but its administration appears much more calm than what is seen Stateside. Children are loved and extremely well-behaved.

There is a great deal of family unity.

Adolescent activities are not numerous. When not in school, adolescents are pretty much expected to be with their families. "Proper" parents do not allow their children to single date until the age of 17 or even 18.

Hospitality -- something which the French lack. They don't know how to receive guests casually; all is very formal when they receive, if they do at all. This is something extremely hard for them to do, not just with foreigners, but with anyone who is not of the immediate family.

Role of women is much better defined here than at home -- to be a wife and a mother. Women who seek to rival men in business are few and not highly regarded.

Meals, of course, are of prime importance in France and anything anyone has ever said about French cuisine is true -- it's excellent. The main meal is at noon, and the city seems to sleep during 12 and 2 p.m.; nothing is open but the bakeries.

Male, age 17: From the point of view of a teenager, I think the French teenagers of my own age are a little more independent of their parents and have more freedom to go and come as they please.

Female, age 16: In France, children and adolescents are given very little personal freedom by their parents. Boy-girl relationships and dating are not encouraged, even on a friendship basis.

DIFFERENCES BETWEEN FRENCH AND AMERICAN LIFE

RELIGION, PHILOSOPHY

Female, age 35: The French practice religion more in a traditional sense than in fulfillment of their religious feelings. I would say the reverse is true of Americans who seem to have stronger religious feelings, mixed with the sense of belonging to the community, which brings them to church frequently too. The need to appear pious seems to be more important to Americans than to the French. Philosophically the French are greater fatalists, whereas Americans consider themselves masters of their destinies. Americans basically believe that justice will conquer, but the French are more resigned in this respect.

Female, age 20: Religious ideas extremely tolerant. The atheist is more common than in U.S., therefore less of an outcast. Philosophy widely discussed, rarely taken seriously. They don't get so excited over adolescent issues such as FINDING ONESELF, etc. etc.

Male, age 21: Frenchmen, especially those fairly educated, are more receptive to adopting philosophical systems to regulate their daily lives. Religion seems to have little importance, except during certain periods of life: birth, marriage, death.

Male, age 16: Nearly all the French are Roman Catholics. I don't think they have the religious prejudice that can be found in the U.S. for one good reason: they are not regular church-goers. The church has only a fraction of the power that it had during the Middle Ages.

Female, age 21: France is said to be a Catholic country, but people are Catholics in name only; this seems to hold for most other denominations also. There are the "hard core" few who practice, but otherwise a very lax attitude exists.

EDUCATION

Female, age 18: To me, French schooling is a lot harder. It's a relief to go to American schools after a French one.

Male, age 27: Lycee superior to high school.

Male, age 18: The school system is run in a fairly closed-minded way. Much of everything is centered around France and the French.

Male, age 20: The students represent much more of an elite in France than in the United States, with very few coming from working-class families. The educational system is also quite different. Heavy concentration is given to learning much data, facts, names, and dates for exams which fall only at the end of the year. Consequently, students amuse themselves until Easter and then work. But their work generally consists of memorizing lecture notes and doing little of the massive outside reading familiar to me. Much more support is given to the student by the state, with scholarships and subsidized meals at the student restaurant.

Female, age 38: Their schools are quite different in that most are not coeducational. I believe, after talking and seeing work of theirs, that they believe their schools much better. However, I think on the average there isn't too much difference. There is much stricter discipline.

Male, age 21: The French school system differs greatly from the American system. A much greater emphasis is placed upon memory work and fundamental processes. However, there is less emphasis upon creativity than in our system. Also, the French school is not charged with all of the social and community functions that the American school is.

DIFFERENCES BETWEEN FRENCH AND AMERICAN LIFE

EDUCATION

Male, age 17: The French don't allow much time to extra-curricular activities. And in the French school I went to before, it was frowned on to go to parties, mainly because the French believe in total devotion to school during the school year.

Female, age 16: Aside from different holidays, French schools are generally inferior. The student covers many more subjects, but the textbooks are badly written and courses are not well taught.

Male, age 39: The educational system is quite good. The program (in schools) is superior to ours; it is wider and also more detailed. With a university degree, one obtains social prestige.

Female, age 20: The stress is on form rather than content. The system of yearly examinations in a specialized area is different from our concept of a broad more general education. Because of the highly competitive nature of the French System, the student considers himself and is treated as if he were a member of an intellectually elite group.

Female, age 35: In America amount of formal education is considered the measure of success and achievement -- however, to some extent snob, even though accessible to everyone. A high degree of formal education in France denotes class and is considered accessible to the elite -- and accepted as such. Curriculum is more heavily "packed" in France than it is in the United States, at all levels.

Male, age 16: As for schools, they differ in many little ways, but there is no real great change. However, one does feel a heavy blanket of strictness over the school at all times.

EDUCATION

Male, age 46: French school system is more exacting than the American and requires much more rote learning. The discipline disappears at the university level so that, at the age when original and imaginative work might be expected, the French seem to have lost their interest and enthusiasm. The result is that the French intellectual, who is highly respected, is usually a pretty rigid stuffed shirt. The rare exceptions are spectacular.

Female, age 39: Education is based on the individual. It is difficult for the mediocre student to go far. Unless you have your "bac" you're destined for menial labor.

Male, age 40: There is more emphasis on the arts and intellectual subjects in grade school and high school. Schools are not coeducational, and the sexes are separated.

Female, age 34: The school system is much more rigid than ours, and they do an excellent job of weeding out the learners from the non-learners at an early age. The hours are long, the subjects much tougher at each age level, and homework more than ours. Education is highly prized (since fewer attain the very top levels), and the intellectual is highly esteemed. This, by the way, is true not only of France but also of other European countries.

Female, age 35: School system different. Can start at 3 years in "ecole maternalle." Must pass exam at end of elementary to go to lycee. Much emphasis on languages; intellectual not considered "different." Respect for students and intellectuals.

DIFFERENCES BETWEEN FRENCH AND AMERICAN LIFE

SOCIAL CLASSES

Male, age 20: Physically one sees the gap between elements in the French society as being more pronounced than in the U.S. We certainly have many poor people but they do not attain the number and the penury of their French equivalents.

Those in the higher classes seem to sense quite well their position and usually waste no time in making sure that others sense it as well. There seems to be less association of people of different classes.

Female, age 37: There is class consciousness between the well-off and the servants, the latter being treated in a subservient manner. On the other hand, some waitresses think less of you if you try to help them retrieve a dropped fork.

Female, age 34: Tremendous class consciousness (also true of other European countries) stemming, I suppose, from their monarchical traditions and background. Although France is stubbornly republican, she is slightly paradoxical in her tenacious clinging to things aristocratic. People still hold titles, and quite a bit of importance is attached to this. Sons still follow in their fathers' footsteps (a trait which is not necessarily French). People "know their place" in the social structure.

Female, age 35: Social class is defined by tradition in France, and the upper class comes from former nobility and long-established bourgeois, where material assets have ceased being counted. On the other hand, American upper class has its foundation in material assets most of the time.

Female, age 20: French society is more stratified and less mobile than our own.

Male, age 27: Less mixing of social classes.

POLITICS

Female, age 35: Wherein the French people are often more knowledgeable in their national and international politics than are Americans, their sense of association with the political destiny of their country seems more remote than it does to the American people who feel very personally involved in the effects their votes will have.

Female, age 37: The French do not seem to take their politics as seriously as Americans. Communism seems more apparent in politics.

Male, age 21: Political attitudes are in general a bit more liberal than in the United States. Communism is accepted as a respectable political theory and it is examined and considered as such without any of the moral implications which are attached to it in the United States.

Male, age 16: France has long suffered from deep political unrest unlike U.S. The Communist Party is making great strides here; already there is a strong Communist Party, papers, and an independent Communist magazine.

Female, age 20: Parisians don't much care about politics -- they have better things to think about, such as being happy.

Female, age 56: Each little department is alive with local politics, but interest in national politics is blasé.

Female, age 38: The French approach politics as all parts of life -- what will benefit him as an individual, not the country or world as a whole.

Male, age 21: Much keener interest in politics among almost everyone. Sometimes seems, however, that none of them know what they are talking about.

DIFFERENCES BETWEEN FRENCH AND AMERICAN LIFE

POLITICS

Female, age 21: Differing greatly from U.S. The French, especially the students, are very well informed politically. They hold definite opinions which they air constantly and many times eloquently -- always logically with definite foundation and reasons for their attitudes.

Female, age 20: Although there are many more political parties than in the U.S., the attitude of the people seems about the same.

Male, age 20: The French seem to defend their opinions much more ardently than their American counterparts. They are also much less "joiners." French political parties have an embarrassingly low number of adherents. I have always been impressed by the exaggeration that "there are 48 million Frenchmen and 48 million different opinions" because it conveys the idea of the individualism of the French in the field of politics.

Male, age 18: French political beliefs are widely known for their diversity; this in contrast to the comparatively monolithic state of American politics.

Female, age 34: Every Frenchman has his own politics. This is why, until de Gaulle's arrival on the French political scene, there was such a hodgepodge of falling governments.

Male, age 18: They are more secretive about their politics. It is not discussed among adults. On the other hand, they react more noisily and with a lot of fanfare (posters, painting on walls, manifestations). The people always seem divided.

Male, age 48: The French are especially concerned with politics; however, they go to great extreme to convince you they are not the slightest bit interested in it.

FRIENDSHIP

Female, age 37: In general, the French are not as openly friendly as Americans, but once they consider you a friend, they are very loyal.

Female, age 35: The French people make friends but not as readily as we Americans do. We are much more open and friendly right away.

Female, age 38: The French are very aloof, even the small children. Most reluctant to make friends.

Male, age 17: Neighbors stay to themselves. The younger generation, however, is buying up and doing many things classified as American. I have no trouble making friends with the French in my age group.

Female, age 20: Less ready to start a friendship, but more willing to keep one alive later on.

Female, age 16: The French are not as friendly (as Americans). They do not invite acquaintances into their homes for conversation and cocktails unless they have known those in question for at least a few years.

Female, age 34: The French are ready enough to talk to anyone and to chat with strangers while travelling, or in restaurants, etc., but it seems to be a one-time deal, i.e., that's as far as it goes! The distance always remains, and the acquaintances remain just that except, perhaps, amongst the young people. Since the family and childhood friends provide so much of their social life, there seems to be not much need to make new friends as the years go by. The loyalty is obviously there, since the childhood friends are "forever" friends.

2

DIFFERENCES BETWEEN FRENCH AND AMERICAN LIFE

FRIENDSHIP

Male, age 18: Friendships are never made on the basis of such transitory relationships as propinquity, common background, attractiveness, etc. alone. True, courteous "hello" intercourse may develop, but a Frenchman will wait and watch a long while before he has decided that any certain person possesses the qualities he desires in a friend. As a result, the French are reluctant to establish even a courtesy relationship, giving us that impression of their frosty disposition.

Male, age 21: Often difficult to break the initial barrier for Americans desiring the friendship of the French. After breaking that barrier, the French prove to be true and loyal. Among themselves, they seem to limit their good friendships to one individual.

Female, age 20: The French do not seem to make casual friendships. They have closely knit groups of long standing friends which are difficult for the outsider to penetrate. A French student picks his cafe and that is where he and his friends congregate.

Female, age 21: The French are very hard to make friends with. There is a certain "mefiance" which exists among themselves and toward foreigners; they're not in the least outgoing, and usually display an attitude of indifference. Once a person arrives at actually making friends, he can count on his French comrade to be loyal to the end.

Female, age 43: Even among themselves, Frenchmen are quite reticent until acquaintances ripen into friendship. Although I have not been in France long enough to be certain that such is the case, I believe I have noticed some indication that loyalties between all but the closest friends are broken with little or no evidence of reluctance or grief.

LEISURE TIME

Female, age 22: In the field of music the language problem is no drawback. There are more concerts and operas to take advantage of in France than in the United States. There are tickets available at unbelievably low prices, even in Paris, e.g., at the RTF (Radio & Television Station in Paris) one can sometimes buy concert tickets for as little as 50 centimes or roughly 10 cents. Except in a few large American cities, individuals aren't exposed directly to such things as operas, concerts, etc. at such low prices.

Female, age 35: French on a whole less sports minded but many are weekend bike riders, hikers. Are very art minded for there is a wealth of art here to appreciate. One can't avoid it.

Male, age 17: Sports. Little sports activities are available to the majority of the French and schools have only a few teams. Sports are practiced with civilian sports clubs.

Male, age 46: French humor is always directed at someone else. There is a curious idea among Americans that the French attend art galleries. In fact, art galleries in France are attended, in the winter, by Scandinavians and Germans, and in summer, by English and Americans. The French make extremely good movies but prefer to attend American Westerns.

Female, age 21: Greatest pastime: sitting in cafes discussing anything from soup to nuts, or playing cards. There aren't a great many things to do besides this -- most of the time because of the weather. There's always the cinema; in summer, sports. There are always dances, and there are teen-age-type nightclubs which are expensive. Everyone goes to the theatre and to concerts -- much more than at home.

DIFFERENCES BETWEEN FRENCH AND AMERICAN LIFE

LEISURE TIME

Female, age 33: They are great lovers of history and art, and will stand in line for hours for a movie. Baseball is nothing to them. Humor -- that is something they know nothing about, hardly ever laugh or smile.

Female, age 39: Sports (active or passive) are gradually becoming more important in France. Golf is still too expensive for the average. "Boule" or "Pedanque" is most popular. We have no game to compare to it. More people go to the pool to sunbathe than to swim. Bowling is still new. There are few alleys available. No baseball or football as we know it. The French are "movie-crazy," possibly because their TV is so bad. They also like to picnic in the country, but they will often set up lawn furniture 50' off the highway!

Female, age 43: Leisure-time activities are much the same as are those of Americans in similar circumstances, with two or three notable exceptions. First, the French are ardent walkers -- perhaps "saunterers" might be more explanatory; even inclement weather doesn't stop them. Second, they exist between "vacances" only to enjoy the next one; thirty days a year at the beach or in the mountains is a must, and virtually nothing is allowed to interfere.

Female, age 20: French people occupy themselves more with after-dinner conversations and walking than with commercial entertainment. Little concern for sports.

Female, age 38: The French put more emphasis on the use of leisure time. They seem to live for skiing trips or trips to the beaches. There are wonderful museums, but I find usually only foreigners visiting them.

LEISURE TIME

Male, age 40: Leisure-time activities tend more toward the intellectual; however, the French take more advantage of, and derive more enjoyment from, just being in the open air when the weather is nice.

Female, age 21: The dating system is entirely different. A boy asks a girl out once; if she accepts a second date, she can be assured of having him try to monopolize her time and of having considerable aggression on his part; the French have this great idea of being "lovers" and they want to prove it by the second date. If you make it through this, you've found an exception. Also, a girl is usually expected to pay her own way.

After a second date, a boy becomes bitterly jealous if she dates anyone else; French are one-girl-at-a-time men. They don't understand when an Americaine dates one fellow one day and another another day; rather, he thinks she's out for a good time and will try to date her to take advantage. It's a vicious circle if an Americaine doesn't want to become serious.

Female, age 16: French teenagers do not date, because their parents do not let them.

Male, age 48: Reading is a continuous item in their lives. Newspapers, books, etc. Even to the point that you can't stand in a crowded subway without people pushing you for more room to read. Wherever you go reading is the main interest.

Female, age 34: The French love the woods and take walks and promenades in them as soon as the snow is gone and there is a break in the generally miserable weather.

DIFFERENCES BETWEEN FRENCH AND AMERICAN LIFE

SEX

Female, age 37: French are not as Puritanical toward sex as are the Americans.

Female, age 20: Less Victorian than Americans, much amorality.

Female, age 34: Not so much hypocrisy on attitudes toward sex. People are not self-conscious about their bodies nor the functions thereof. It's certainly not as much a subject of conversation as it is in the U.S.A. Maybe they talk less and do more. Who knows? Not much rape here certainly, and not so many dirty jokes.

Male, age 18: Although Time and Newsweek have shaken my views on sex in the United States, I still feel that the French are more liberal.

Male, age 20: Much less Puritan than in the United States. Films, advertisements, discussions by students all indicate a much freer consideration of the subject.

Male, age 21: Sex is open here -- in conversation, literature, and real life. French people of my age are much bolder, and whenever sex is concerned get right down to brass tacks. Their American counterparts seem to take a more cautious and circuitous approach.

Male, age 21: Attitudes toward sex also are in general more liberal. However, after marriage, I find that the French conception of morality is much the same as our own.

Female, age 37: The attitudes toward sex in the French life seem too free.

SEX

Female, age 38: Much more liberal and, of course, not to the liking of most Americans. Too lax.

Female, age 20: The French, unburdened by Puritanism, seem to have a more natural attitude toward sex.

Female, age 20· Sex is taken simply and honestly as a need and function of the human body -- not as any big deal. It's normal.

Female, age 16: More conservative; parents refrain from telling children anything about sex.

Female, age 21: Very sophisticated attitudes exist toward sex, which is commonly a topic of discussion. Just as much naivete, however, also is evident. Attitudes "in the know" are usually much more liberal than U.S.

Female, age 16: French children are told little about sex by their parents. When they get older, they experiment with it, and seem to regard it very casually.

Male, age 17: French are aware of sex but only after a certain age (16 or 18), but young people are very moderate.

Female, age 16: No dating, no "going steady" at such early stages as in the States.

Female, age 35: In general the attitude toward sex in France is more relaxed than the American attitude; the latter seems more imbued with the spirit of Puritanism.

DIFFERENCES BETWEEN FRENCH AND AMERICAN LIFE

ETIQUETTE

Male, age 40: Etiquette is a way of life in France in the home, and at the table anywhere. A few differences in eating: Both hands are kept above the table, not below; one begins eating when served and does not wait until everyone is served; courses are distinct and not mixed; salad is eaten as a course at the end of the main course rather than at the beginning of the meal; it is permissible to reach for bread if it is not passed by the host or hostess.

Female, age 39: In France children are taught to keep their hands on the table. The soup bowl is tipped forward, and it is permissible to dunk and mop with a piece of bread. The French always shake hands when greeting an acquaintance. This is always quite formal, but I think it has lost its meaning.

Male, age 17: The younger set may not speak at the table. When the child reaches adolescence, he is allowed a little more freedom at the table. The senior members spend their whole meal talking, however.

Male, age 48: Eating etiquette is different in the table setting, and in eating the knife is used more extensively than in the U.S. It is very proper and good, but different.

Female, age 33: Always kissing and shaking hands. Their table manners are AWFUL.

Female, age 20: There is a stress on the outward details of proper etiquette, but a genuine and sincere consideration for the well-being of other people is often lacking and doesn't seem to be the basis for their rules of etiquette.

Female, age 37: The French do not seem to be as considerate to others as Americans.

ETIQUETTE

Female, age 21: One thing which struck me after being here awhile: It's very much "etiquette" to shake hands with those you know when you see them. A lady always extends her hand, and in some cases before the man. Men, I find, lack our conception of etiquette; things like opening doors, lighting cigarettes, ladies first, etc. do not exist. And a girl better make certain that her financial situation is favorable before she accepts a date, since she never knows when she might have to pay her own way; this is perfectly correct.

Female, age 56: They shake hands more, especially in saying "Thank you." Their close friends and relatives are greeted by a kiss on each cheek.

Female, age 35: In France tradition dictates the rules of etiquette, and politeness is considered definitely a matter of rearing. In the U.S., on the other hand, courtesy is measured as the result of personal consideration, or lack of it.

Female, age 38: They are much more formal than we are, which gives this feeling of aloofness. They can't seem to relax.

Male, age 39: Don't address a Frenchman without "Monsieur." The name is not mentioned there. To call someone by his last name only is unforgivable. They are generally stiffer.

Male, age 21: Etiquette in French life is much more extended and plays a much greater role than in our society.

Female, age 37: Frenchmen are not as polite to women. They do not let women precede them on entering or leaving an elevator, and on passing a woman on a street corner will cross in front of them without breaking stride. Rude sales clerks.

DIFFERENCES BETWEEN FRENCH AND AMERICAN LIFE

PACE OF LIFE

Female, age 20: Pace of life slower, more moderated. Great attention paid to health and physical appearance. Cafe sitting, more frequent than so many American activities.

Female, age 56: Pace of life is slower and more relaxed. There is more time to talk and think.

Male, age 48: The pace of life in France gives the impression of being slow and even lazy. Nothing can be further from being correct. While they have developed the ability of giving this impression, inside they are very excitable and emotional people who at times are very nervous.

Male, age 16: The French pace of life is sort of a take-it-easy type of thing. To them there always is tomorrow. Anything built here could be erected in the States in half the time with a long drawn-out strike thrown in.

Female, age 21: Pace of life is much slower than ours. People seem to enjoy life and are not hurrying to rush through it.

Female, age 37: Pace of life in France has been much slower than in America but is picking up, for example, more self-service restaurants now where meals are eaten faster.

Female, age 34: Pace of life accelerating, unfortunately, due to increased industrialization and stepped-up economy. Two-hour lunch still very prevalent. Nobody is ever on time for appointments, and not very many people care about punctuality. This drives Americans in France crazy.

Male, age 21: I think the pace of life in France is more leisurely than in the U.S., first of all because France has not as yet reached the point of industrialization that we have.

TEMPERAMENT

Female, age 34: Quite temperamental. They flare up easily but also subside easily. Love to quarrel. Love to debate. And since everyone has his own personal point of view, the discussions are endless.

Female, age 20: The French seem more reserved and self-contained than Americans. They don't seem as concerned about what sort of impression they are making the way Americans are.

Female, age 22: In temperament the French seem to be more excitable than the Americans. They seem to lose their tempers more easily than do Americans in general.

Male, age 27: Openly emotional and temperamental.

Male, age 18: They are excitable, intractable and impolite when rubbed the wrong way, to be sure.

Female, age 33: Ill-tempered and rude -- always pushing and shoving and extremely rude on highways.

Male, age 46: While there are great differences between urban and rural areas, and among the various regions of France, it can probably be said that, in general, the French are more nervous, more short-tempered, and have less self-control. They are also inclined to bear life-long grudges.

Male, age 21: Usually the French are quite good-natured, but just the same, they love to argue, and they are artists in this form of polemics. One actually has a good time fighting with a Frenchman (but more so with the women).

Male, age 43: Most talkative group of people to be found anywhere.

DIFFERENCES BETWEEN FRENCH AND AMERICAN LIFE

MATERIAL CONDITIONS

Female, age 20: Material conditions aren't nearly as important as in U.S.A. It just doesn't matter what year car you have, or how shiny your bathroom is -- quite realistic actually.

Female, age 20: The French seem less attached to material things -- at least they are guided in their attachments by an aesthetic taste rather than a lust for objects valued in general by the society (such as Cadillacs).

Female, age 22: Americans take such things as a private bath and a refrigerator for granted. In France these things are considered luxuries. Hot water is another thing most Americans take for granted. We felt quite lucky to find a studio in which we can have hot water anytime we want it.

Female, age 51: Seem little concerned about modern baths, screens, and health-preventive measures such as wrappings for bread, etc.

Female, age 20: Material comforts seem to be valued for their status and snob appeal even more than in America.

Male, age 40: The average Frenchman has fewer material possessions but is more appreciative of them and takes better care of what he has.

Female, age 38: They take excellent care of their personal property but care nothing of keeping roadways clean, etc. Much of their furniture is passed from generation to generation; otherwise they have very little.

Female, age 37: French people have put up with lack of material comfort for centuries but are gradually deriving pleasure from these comforts in present-day France.

MATERIAL CONDITIONS

Male, age 21: One of the fine points of French civilization is that it values quality above quantity. There is a great deal of specialization which is non-existent in the U.S. This specialization enables a higher quality.

Female, age 21: French are not as aware of material conditions as we are, since they haven't the luxuries we have and they don't miss them. For example, few families own refrigerators and are obliged to do their marketing every day. Many don't own cars, radios, or TV sets. Some prefer to go without these "luxuries" in order to spend the money on food and good wines.

Male, age 18: The French seem to be content with what they have. They are not completely absorbed with making money. They take time out to enjoy life.

Male, age 21: Though almost all the modern conveniences we have at home are available here, they are accessible to only those who can afford them. Almost all Frenchmen seem to want what their rich American neighbors have.

Male, age 18: I am personally vexed by their material attitudes. They desire quality, but it is often in short supply on the domestic market; they desire durability, but do not recognize the benefits of maintenance; and they desire aesthetic beauty, but it is too often only as deep as the flimsy tinny skin of a Citroen or as convincing as a carpet which covers a preposterously creaky floor.

Male, age 46: Contrary to popular belief, the French are more acquisitive, more insistent on comfort and a full stomach than the Americans.

APPENDIX D

Questionnaire

How Americans See the French

Questionnaire Revised July, 1964

STUDY OF HOW AMERICANS SEE THE FRENCH

conducted by the University of Washington,* Seattle, Washington under NDEA Title VI contract with the U. S. Office of Education

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If you have been in France for two months or longer, we want to ask for your help in discovering aspects of French life which need to be explained to American students so that they may better understand French culture and society. This study is part of a larger project, supported by the National Defense Education Act. Your responses will be strictly confidential, of course, but the statistical results will eventually be published in professional journals. Thank you for your aid in this important study.

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1. About how much time have you spent in France? (If less than one year, please enter number of months).......... _____ years or ___months

INSTRUCTIONS: The 7-point scale that appears frequently throughout this questionnaire allows you to distinguish gradations of choice between the extremes at each end of the scale. To answer these questions circle the number on the scale that best represents your opinion.

2. To what extent have your experiences in France changed your ideas about France and the French?

Ideas remained about the same —— (Circle one number) ——→ Ideas changed almost completely

1 2 3 4 5 6 7

3. To what extent have you participated in French life?

Only slightly —— (Circle one number) ——→ Very closely

1 2 3 4 5 6 7

4. In general, how well do you speak French?

Few words or not at all —— (Circle one number) ——→ Fluently

1 2 3 4 5 6 7

5. In your opinion, how much difference is there between French and American life?

Both much the same —— (Circle one number) ——→ Very different

1 2 3 4 5 6 7

6. In general, how much do you like the French people and French life?

Like very little or not at all —— (Circle one number) ——→ Like very much

1 2 3 4 5 6 7

7. What do you like most about the French and French life?

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* Working in cooperation with the OPINION RESEARCH LABORATORY, Seattle, Washington.

8. Do you find any French attitudes or behavior hard to understand? What are they?

9. What incident stands out as one of your most crucial experiences in adjusting to French life? (Please relate the incident as if you were telling it to an American who was about to go to France for the first time.)

Some areas of French life are listed below and on the following pages. Circle the rating response which best expresses your general opinion about how much difference you feel there is between French and American life for each area. Feel free to write in differences you have noticed.

10. Family Life: (Child care, life in the home, adolescent activities, hospitality, role of women, meals, etc.)

About the same as American —— (Circle one number) ——→ Very different from American

1 2 3 4 5 6 7

Comments (if any) about differences noticed:

11. Religious and philosophical attitudes and/or ideas

About the same as American —— (Circle one number) ——→ Very different from American

1 2 3 4 5 6 7

Comments (if any) about differences noticed:

12. **Education:** (The school system, the attitudes toward the intellectual, etc.)

About the same as American → (Circle one number) → Very different from American

1 2 3 4 5 6 7

Comments (if any) about differences noticed:

13. **Social classes and class consciousness:**

About the same as American → (Circle one number) → Very different from American

1 2 3 4 5 6 7

Comments (if any) about differences noticed:

14. **Politics and political attitudes**

About the same as American → (Circle one number) → Very different from Americam

1 2 3 4 5 6 7

Comments (if any) about differences noticed:

15. Friendship: (Readiness to make friends, loyalty, etc.)

About the same as American	(Circle one number) →					Very different from American
1	2	3	4	5	6	7

Comments (if any) about differences noticed:

16. Leisure Time Activities: (Humor, sports, movies, reading, attending art galleries, etc.)

About the same as American	(Circle one number) →					Very different from American
1	2	3	4	5	6	7

Comments (if any) about differences noticed:

17. **Attitudes toward Sex:**

About the same as American (Circle one number) ⟶ Very different from American

1 2 3 4 5 6 7

Comments (if any) about differences noticed:

18. **Etiquette:** (Any rules that are different, or the spirit in which they are applied)

About the same as American (Circle one number) ⟶ Very different from American

1 2 3 4 5 6 7

Comments (if any) about differences noticed:

19. **Pace of Life:**

About the same as American (Circle one number) ⟶ Very different from American

1 2 3 4 5 6 7

Comments (if any) about differences noticed:

20. Temperament:

About the same as American (Circle one number) → Very different from American

1 2 3 4 5 6 7

Comments (if any) about differences noticed:

21. Material Conditions:

About the same as Americans (Circle one number) → Very different from Americans

1 2 3 4 5 6 7

22. Attitudes toward Material Conditions:

About the same as American (Circle one number) → Very different from Americans

1 2 3 4 5 6 7

Comments (if any) about differences noticed:

23. Other Areas (Write in: ______________________________)

24. In general, how would you describe the French people?

(In each line, circle the number
that best represents your opinion.)

1 Unselfish	1	2	3	4	5	6	7	Selfish
2 Cooperative	1	2	3	4	5	6	7	Uncooperative
3 Flexible	1	2	3	4	5	6	7	Rigid
4 Reserved	1	2	3	4	5	6	7	Outgoing
5 Boring	1	2	3	4	5	6	7	Interesting
6 Sociable to Americans	1	2	3	4	5	6	7	Unsociable to Americans
7 Sociable among themselves	1	2	3	4	5	6	7	Unsociable among themselves
8 Weak	1	2	3	4	5	6	7	Strong
9 Excitable	1	2	3	4	5	6	7	Levelheaded
10 Fair	1	2	3	4	5	6	7	Unfair
11 Optimistic	1	2	3	4	5	6	7	Pessimistic
12 Naive	1	2	3	4	5	6	7	Sophisticated
13 Theoretical	1	2	3	4	5	6	7	Pragmatic
14 Suspicious	1	2	3	4	5	6	7	Trusting
15 Active	1	2	3	4	5	6	7	Passive
16 Hardworking	1	2	3	4	5	6	7	Lazy
17 Disrespectful of authority	1	2	3	4	5	6	7	Respectful of authority
18 Conformist	1	2	3	4	5	6	7	Individualist
19 Honest	1	2	3	4	5	6	7	Dishonest
20 Clean	1	2	3	4	5	6	7	Dirty

Other adjectives describing the French people (write in):

25. In general, how would you describe the American people?

(In each line, circle the number that best represents your opinion.)

1 Unselfish	1	2	3	4	5	6	7	Selfish
2 Cooperative	1	2	3	4	5	6	7	Uncooperative
3 Flexible	1	2	3	4	5	6	7	Rigid
4 Reserved	1	2	3	4	5	6	7	Outgoing
5 Boring	1	2	3	4	5	6	7	Interesting
6 Sociable to French	1	2	3	4	5	6	7	Unsociable to French
7 Sociable among themselves	1	2	3	4	5	6	7	Unsociable among themselves
8 Weak	1	2	3	4	5	6	7	Strong
9 Excitable	1	2	3	4	5	6	7	Levelheaded
10 Fair	1	2	3	4	5	6	7	Unfair
11 Optimistic	1	2	3	4	5	6	7	Pessimistic
12 Naive	1	2	3	4	5	6	7	Sophisticated
13 Theoretical	1	2	3	4	5	6	7	Pragmatic
14 Suspicious	1	2	3	4	5	6	7	Trusting
15 Active	1	2	3	4	5	6	7	Passive
16 Hardworking	1	2	3	4	5	6	7	Lazy
17 Disrespectful of authority	1	2	3	4	5	6	7	Respectful of authority
18 Conformist	1	2	3	4	5	6	7	Individualist
19 Honest	1	2	3	4	5	6	7	Dishonest
20 Clean	1	2	3	4	5	6	7	Dirty

Other adjectives describing the American people (write in):

Here are a few factual questions about yourself for statistical purposes only.

26a. What kind of work do you do?

____

(Occupation such as repairs TV, 10th grade teacher, retired, housewife, unemployed, etc.)

b. What kind of business or industry do you work in?

____

(Radio and TV service, city high school, etc.)

c. Class of worker: (Circle code)

For government...........	1
For private employer.....	2
In own business..........	3

d. If your occupation has a title, what is it?

____

IF MARRIED (Occupation of spouse)

27a. What kind of work does your spouse do?

____

b. What kind of business or industry does your spouse work in?

____

c. Class of worker: (Circle code)

For government...........	1
For private employer.....	2
In own business..........	3

d. If your spouse's occupation has a title, what is it?

____

IF YOU ARE A STUDENT (Occupation of principal earner)

28a. What kind of work does the principal earner in your family do?

____

(Occupation such as repairs TV, 10th grade teacher, retired, housewife, unemployed, etc.)

b. What kind of business or industry does he (or she) work in?

____

(Radio and TV service, city high school, etc.)

c. Class of worker: (Circle code)

For government...........	1
For private employer.....	2
In own business..........	3

d. If his (or her) occupation has a title, what is it?

____

29. How would you rate your "socio-economic" level?

(Circle one code)

Lower class						Upper class
1	2	3	4	5	6	7

30. What is the broad income group in which your total family money income for 1963 fell?

(Circle code)

Under $10,000...........	1
$10,000 - 19,999........	2
$20,000 or over.........	3

31. Sex: (Circle code)

Male.................... 1

Female.................. 2

32. Education: (Circle code)

Some grade school........ 1

Completed grade school... 2

Some high school......... 3

Completed high school.... 4

Some college............. 5

Completed college........ 6

Some work in a graduate
or professional school... 7

Completed higher degree
or professional school... 8

33. Marital status: (Circle code)

Married.................. 1

Widowed.................. 2

Divorced................. 3

Separated................ 4

Never married............ 5

34. What was your age at your last birthday?........_____ years

35. If you grew up in the United States, where did you spend most of your childhood?
(Circle code)

In a city (pop. 50,000
or over)................. 1

In a city (pop. less
than 50,000)............. 2

In a rural area............ 3

36. What were your main sources of knowledge about France before going there?
(Circle code)

Newspapers, magazines,
radio, TV.............. 1

Books.................... 2

School courses........... 3

Reports of travelers..... 4

Educational films,
etc. of the
Armed Forces........... 5

Other (write in):________

______________________ 6

Thank you for your cooperation!

APPENDIX E

Sources of information on Americans in France:
an annotated directory

APPENDIX E

SOURCES OF INFORMATION ON AMERICANS IN FRANCE: AN ANNOTATED DIRECTORY

French Government Sources of General Information

1. Services du Conseiller Culturel
Ambassade de France
972 5th Avenue
New York 21, New York

Mr. Edouard Morot-Sir, Cultural Counsellor, has offered general assistance and helped to obtain the cooperation of the Institut Français d'Opinion Publique. The Deputy Cultural Counsellor, Mr. Jacques Poujol, reported on June 22, 1964, that there is a possibility of obtaining figures from the French Government. See the following sources 2 and 3.

2. The Ministère des Affaires Etrangères

Issues no tourist visas to Americans: they may remain in France for three months before declaring their presence. Hence, this Ministry can probably provide no pertinent statistics except the record of the relatively few visas issued.

When a French consulate does issue a visa to a prospective traveler, it records the purpose of the trip in a general way as "studies in France" or "business"; it makes no record of data such as the recipient's educational background.

3. The Préfecture de Police (for the Département de la Seine; and Commissariat de Police for other Départements of France)

Possesses statistics of those Americans who obtain a Carte d'Identité, as adult civilian resident aliens are legally required to do if they remain in France over three months. The American Chamber of Commerce in France estimates that there are in France 5,000 to 6,000 Americans thus registered, an additional 1,000 who should have registered, plus minors, making a civilian total of 15,000 or 16,000, excluding tourists, military personnel and their families.

The Préfecture or Commissariat de Police does not have the legal right to give out the addresses of private persons, and consequently cannot help in finding respondents.

4. Secrétariat Général du Gouvernement
Direction de la Documentation
16, rue Lord-Byron
Paris 8^e, France

Mlle Alice Gorgeon-Demartres, Conservateur en Chef du Centre de Documentation, in a letter of 26 June, 1964, enclosed Bulletin hebdomadaire de statistique No. 802 (9 nov. 1963), published by the Institut National de la Statistique et des Etudes Economiques, referring to this Bulletin as "publié par nos Services," and suggested contacting the Institut National d'Etudes Démographiques for more detailed studies. (See next item.)

The 1963 Bulletin No. 802 compares a census taken March 7, 1962, based on a sample of one person in 20, with a census taken May 10, 1954. The relevant figures given are the number of foreigners, divided for 1962 between men and women (p. 1) and the percentage of United States citizens among the foreigners (p. 4). The number of Americans, including military personnel not quartered in barracks nor in camps, may be inferred as follows:
1954, 41.3% of 1,553,000: 641,389
1962, 68.6% of 1,815,000: 1,245,090
  men, 36.5% of 1,037,000: 378,505
  women, 32.1% of 778,000: 249,738

This set of figures, which would include tourists as well as the expatriates who retain their American citizenship, is to be investigated as one of the discrepant estimates that would have to be reconciled into a usable composite.

5. Institut National d'Etudes Démographiques
23, avenue Franklin Roosevelt
Paris, France

Suggested by source no. 4 above as likely to have more detailed statistics than those reported above from Bulletin hebdomadaire de statistique No. 802.

French Private or Government-Subsidized Agencies

1. Institut Français d'Opinion Publique
20, rue d'Aumale
Paris 9^e, France

Mr. Jean Stoetzel, Director, and his associate Mlle De la Beaumelle, have served as advisers to the present project. Expert in social statistics and in opinion polling, this agency is interested both in American attitudes toward the French and in French attitudes toward Americans.

2. Institut National de la Statistique et des Etudes Economiques
29, Quai Branly
Paris 7^e, France

Publishes Annuaire statistique de la France, which lists a few groups of foreign residents in France, but includes American residents among "other."

Publishes Bulletin mensuel de statistique, a source for supplementary data.

This agency has been approached directly and through the Institut Français d'Opinion Publique.

3. La Documentation Française
16, rue Lord Byron
Paris 8^e, France

Potential source of supplementary data.

U. S. Government Sources of General Information

1. The Bureau of the Census, Department of Commerce, expects to publish in early fall, 1964, American Overseas; Vol. III Part 1C (of Selected Area Reports). The volume will enumerate the United States civilian population abroad as of 1960, under the following headings:

Federal (civilian) employees	35,325
Dependents of Federal employees	503,400
Crews of merchant vessels	32,466
Other citizens (enumerated on a voluntary basis: coverage less complete)	180,701
	761,892

Each of the above groupings will be analyzed according to age, color, sex, area, social and economic characteristics, education including major field of study, occupation, and competence in the local language. The relative sizes of the groups will provide a background for estimates of the analogous groups of Americans in France.

The "area" relevant to the present study is "Europe and USSR." Mr. Howard G. Brunsman, Chief, Population Division, Bureau of the Census, has been asked whether subtotals for France can be made available.

2. Bureau of Labor Statistics
   Department of Labor
   Washington, D. C.

   May be able to supplement the Census Bureau's Americans Overseas, differentiating occupations within the category "other citizens" in the census referred to under the preceding item.

3. Embassy of the United States of America
   2, Avenue Gabriel
   Paris 8^{e}, France or
   APO 230
   New York, New York

   Could collect information from the Consulates throughout France on potential respondents in desired categories.

   The lists of Americans who have registered with the Consulates are far from complete, and include names of persons who have left the country.

U. S. Private or Government-Subsidized Agencies

1. Human Resources Research Office ("HumRRO")
   The George Washington University
   300 North Washington Street
   Alexandria, Virginia 22314

   Operating under contract with the Department of the Army. The Deputy Director for Program Development, Mr. Howard H. McFann, wrote on July 3, 1964 that this office had no data on Americans in France.

2. International Research Associates, Inc.
   1270 Avenue of the Americas
   New York, New York

   Have a Paris office and may conduct related research. Mr. Elmo Wilson, President, reports that no relevant data have so far been gathered.

3. U. S. Information Service
   Centre Culturel Américain
   41, Faubourg St.-Honoré
   Paris 8^{e}. France

   A source for Americans who work in close contact with French people.

Sources of Information on U. S. Civil Servants

1. The Cultural Attaché, American Embassy
   2, Avenue Gabriel
   Paris 8^{e}, France

   In a letter of July 7, 1964, Mr. Douglas H. Schneider, Cultural Attaché, saw "no reason why" the Embassy could not collect 100 responses from volunteers among Embassy and Consulate personnel and their dependents. "...a request from the Department of Health, Education, and Welfare to the Department of State would be the proper channel" for requesting this assistance.

2. UNESCO
   Secretariat, Public Information Section
   9, Place de Fontenay
   Paris 7^{e}, France

   For American members of the staff of this intergovernmental agency.

Sources of Information on Military Personnel and Their Dependents

1. Director of the Defense Language Institute
   U. S. Naval Station (Anacostia Annex)
   Washington 22, D. C.

   In a letter of July 10, 1964, Dr. Edward L. Katzenbach, Jr., Deputy for Education, Office of the Assistant Secretary of Defense for Manpower, has authorized as follows:

   "The Department of Defense will be happy to assist you in arranging for a sampling by questionnaire of approximately 200 military personnel in France. It is, of course, understood that voluntary respondents will be involved.

   "Further correspondence on this matter should be addressed to Colonel Lloyd H. Gomes, Director, Defense Language Institute....For your information, Colonel Gomes has read your letter and is prepared to assist in making necessary arrangements for administration of the questionnaire."

2. Headquarters, U. S. European Command
(St.-Germain-des-Prés)
APO 128
New York, New York

Capt. V. C. Thomas, Jr., U. S. N., Director of Public Affairs in this unified command, provided helpful addresses in a letter of July 8, 1964, and requested the report of the questionnaire project.

3. Supreme Headquarters Allied Powers Europe (SHAPE, Paris)
APO 55
New York, New York

Col. H. D. Kight, U. S. A., Deputy Chief of Public Information, expressed the belief that a survey directed at the U. S. element of SHAPE would be bound by the existing U. S. directive, notably Army Regulation 360-5, dated 29 August 1961, which authorizes cooperation of individuals in private surveys, polls, etc., but forbids official assistance unless authorized by the Department of the Army in a specific case. The requisite specific authorization obtained from the Department of Defense, as indicated above in item 1, appears to cover U. S. personnel in SHAPE and in NATO.

4. NATO
Place du Maréchal du Lattre et Tassigny (formerly Porte Dauphine)
Paris, France

See the annotation under SHAPE.

5. Research Laboratories
U. S. Army Personnel Research Office
Washington, D. C. 20315

In case of need, Dr. J. E. Uhlaner, Director, may supplement the interest taken in the project by the Deputy Assistant Secretary of Defense for Education, Dr. Edward L. Katzenbach, Jr. (See above, item 1.)

Sources of Information on Students and Teachers

1. Institute of International Education
809 United Nations Plaza
New York, New York 10017

Mr. Harold Epstein, Director of Information, wrote on June 18, 1964, that the IIE can provide the names of American students or faculty who have been in France. A fee would be charged to cover the cost of selecting the IBM cards to fit the researcher's specifications.

The IIE reports for the academic year 1962-63 1,633 American students studying in France. In 1963-64 there were 193 American faculty members in France. Figures are available for the past ten years.

Publishes Handbook on International Study, which lists "Seminars, Study Programs and Hospitality Projects" (pp. 198 ff. of 1961 ed.), "Summer Schools in Europe" (pp. 209 ff.). Subsequent edition in preparation, 1964.

2. Bureau Universitaire de Statistique
Institut Pédagogique National
29, rue d'Ulm
Paris 5e, France

Could supplement IIE statistics of American students and teachers in France.

3. U. S. Educational Commission for France
Chairman: Mr. Douglas H. Schneider,
Cultural Attaché, U. S. Embassy
Paris, France

Annual Report (to the Department of State for each academic year, ending August 31).

Supplements the IIE statistics with individual names, fields of specialization, and academic positions of American students and teachers receiving U. S. Government grants for use in France. Addresses of returned grantees may be obtained for the present research from Mrs. Jean Dulaney, Policy Review and Research Staff, Department of State.

4. The Conseiller Culturel
Ambassade de France
972 5th Avenue
New York 21, New York

Offers to provide a list of Junior-Year-in-France programs. Reports for the year 1964-65:

54 recipients of French Government Scholarships
40 'Assistants d'anglais' in French lycées
12 recipients of Facsea (French-American Cultural, Scientific and Educational Association) summer grants.

5. U. S. Department of State, Policy Review and Research Staff

Could provide lists of Government grantees at the professor and graduate-student levels; some lists of high-school students subsidized through the Department of State; and lists of students sponsored by several private agencies from which lists might not be available directly.

6. Directors of National Defense Education Act Institutes in France for Teachers of French, e.g.,

Professor David M. Dougherty, University of Oregon, Eugene, Oregon
Director, NDEA Language Institute at
Tours, France (18 June - 20 August 1964)
80 participants, secondary school teachers of French

Professor Stowell C. Goding, University of Massachusetts, Amherst, Massachusetts
Director, NDEA Language Institute at
Arachon, France (24 June - 20 August 1964)
60 participants, secondary school teachers of French

Sister Marie Philip, College of St. Catherine, St. Paul, Minnesota
Director, NDEA Language Institute at
Rennes, France (18 June - 20 August 1964)
66 participants, secondary school teachers of French

Sources of Information on Business Firms and Personnel

1. Bureau of International Commerce
U. S. Department of Commerce
Washington, D. C. 20230

(Recently formed by merging the former Bureaus of International Business Operations and of International Programs.)
Dr. Eugene M. Braderman, Director
Publishes Trade List: Subsidiaries or Branches of American Firms in France, November, 1963. Pp. 82. $1.00.

Of the branches or subsidiaries listed, twenty are scattered over France, the remainder are concentrated in or near Paris. Even the twenty, however, provide great variety of types of business. (Since all the offices listed receive the "Commercial Newsletter" of the Paris Embassy -- according to Mr. Charles J. Barrett, Acting Director, European Division, Bureau of International Commerce -- it would be possible, if desirable, to circularize them through that publication.)

2. American Chamber of Commerce in France
21 Avenue George V
Paris 8^{e}, France

Publishes Directory of Members (latest ed., 1964, $5.00).

The organization is closely integrated into French life: half its members are French, though only Americans vote. The General Manager of the Chamber, Mr. Frederick D. Griffiths, has served as an adviser to the present project.

3. Comité Franc-Dollar
1001 Connecticut Avenue, N. E.
Washington, D. C. 20036

An auxiliary source of information on U. S. business personnel in France. "A Government-sponsored organization of French business men whose purpose is the fostering of Franco-U. S. commercial relations." -- Charles J. Barrett, Acting Director, European Division, Bureau of International Commerce.

Sources of Information on Professional Persons

The best source of respondents among doctors, pastors, lawyers, engineers, artists and musicians, entertainers, etc., is inquiry by a coordinator, in Paris and on trips to representative cities in other regions of France.

1. Spenser, Dao N., Editor
U. S. Non-Profit Organizations; Voluntary Agencies, Missions and Foundations participating in Technical Assistance Abroad. A Directory, 1964. New York: Technical Assistance Information Clearing House of the American Council of Voluntary Agencies for Foreign Service, Inc., 1964.

A list of countries and agencies, pp. 612-757.

France, pp. 686-688. Country programs, France, pp. 454-456.

2. American Students and Artists Center
   Boulevard Raspail
   Paris 6^{e}, France

   May be approached through Dr. Philip W. Whitcomb, Editor of Commerce in France (see under Sources... Business, 2. American Chamber of Commerce), who is a Director and Honorary Treasurer.

Sources of Information on Voluntary Organizations (Including Churches, Missions and Philanthropic Agencies)

1. See item 1 of the preceding section: Spencer, U. S. Non-Profit Organizations.

2. U. S. Department of State
   Policy Review and Research Staff

   Has a list of 12 voluntary organizations active in France.

3. American Church in Paris
   65, Quai d'Orsay
   Paris 7^{e}, France

   Rev. Williams, Minister
   Dr. Philip Whitcomb, Elder

4. The American Cathedral in Paris, Church of the Holy Trinity
   23, Avenue George V
   Paris 8^{e}. France

   The Very Rev. Sturgis L. Riddle, D. D., Dean
   A potential source which includes some long-term residents in contact with the upper levels of French society.

5. The American Library in Paris, Inc.
   129, Avenue des Champs Elysées
   Paris, France

   Dr. Ian Forbes Fraser, Director

The director and librarians would be able, if approached informally, to list American readers, including housewives, who are well informed and who have lived in France for various periods.

6. The American Legion
49, rue Pierre Charron
Paris, France

A source for long-term as well as short-term residents.

7. The names of the current officers of clubs such as the American Club of Paris and the University Club, of women's clubs, and of Franco-American organizations, can be obtained from the Cultural Attaché of the American Embassy or from the American Chamber of Commerce in France.

APPENDIX F

Pretest Questionnaire

(Version dated May 19, 1964)

OE-4423/C (5-64)

Bureau of Budget No. 51-S409
Approved: May 19, 1964
Approval expires: Sept. 15, 1964

PILOT STUDY ON HOW AMERICANS SEE THE FRENCH

conducted by the University of Washington under NDEA Title VI contract with the U.S. Office of Education

---

If you have been in France for two months or longer, we want to ask for your help in discovering aspects of French life which need to be explained to American students so that they may better understand French culture and society. This study is part of a larger project, supported by the National Defense Education Act. Your responses will be strictly confidential, of course, but the statistical results will eventually be published in professional journals. Thank you for your aid in this important study.

Circle one code

1. About how much time have you spent in France?

Less than six months........ 1
6-11 months.. 2
1-4 years.................... 3
5 or more years... 4

Circle one code

2. How well do you speak French?

Like a native... 1
Fluently. 2
Well enough to carry on a conversation............ 3
Well enough to satisfy basic needs................ 4
With difficulty both in understanding and in being understood.......... 5
Have just begun to learn.... 6
Have never learned French at all.............. 7

Circle one code

3. To what extent have you participated in French life? (Circle only one code.)

a. Not at all: spent all time in France with Americans..... 1
b. Slightly: business and/or pleasure conversations with French people............... 2
c. Moderately: social contacts with business associates; some social evenings with French people..................... 3
d. Fairly closely: several friendships with French people; much of my time spent with French people..... 4
e. Closely: many close friendships with French people; all or most of my time spent among the French................. 5

INSTRUCTIONS: The 3 point scale that appears frequently throughout this questionnaire allows you to distinguish gradations of choice between the extremes at each end of the scale. To answer these questions circle the number on the scale that best represents your opinion.

4. To what extent have your experiences in France changed your ideas about France and the French?

Ideas remained about the same	Some change	Ideas changed almost completely
1	2	3

5. In your opinion, how much difference is there between French and American life?

Both much the same	Little difference	Very different
1	2	3

6. In general, how much do you like the French people and French life?

Like very little or not at all	Like fairly well	Like very much
1	2	3

7. Do you find any French attitudes or behavior hard to understand? What are they?

8. Describe some of the mistaken ideas the French have about the United States.

9. Describe some of the mistaken ideas United States citizens have about the French.

10. What incident stands out as one of your most crucial experiences in adjusting to French life? (Please relate the incident as if you were telling it to an American who was about to go to France for the first time.)

11. Do you notice differences between French and American life in any of the following areas? If so, what differences do you see?

(Instructions: Enter an X by each area in which you notice a difference. In the blank space below, write in the number of each area you have checked, and describe the differences you noticed.)

(Enter X)

____ (1) Family life (child care, life in the home, adolescent activities, hospitality, role of woman, meals, etc.)

____ (2) Religious and philosophical attitudes and/or ideas

____ (3) Friendship (readiness to make friends, loyalty, etc.)

____ (4) Leisure time activities (humor, sports, movies, reading, attending art gallaries, etc.)

____ (5) Etiquette (any rules that are different, or the spirit in which they are applied)

____ (6) Education (the school system, the attitudes toward the intellectual, etc.)

(Enter X)

____ (7) Politics and political attitudes

____ (8) Social classes, class consciousness

____ (9) Attitudes toward sex

____ (10) Pace of life

____ (11) Temperament

____ (12) Ethics in business and personal relations

____ (13) Material conditions and attitudes toward them

Others (Write in:)

____ (14)

____ (15)

rite in the number of first item checked. Describe the differences. Then the next tem, and so on.

ist item(s) checked above	Tell the differences in this column

11. Continued

List item(s) checked above	Tell the differences in this column

12. In general, how would you describe the French people?

(In each line, circle the number that best represents your opinion.)

1	Proud	1	3	Humble
2	Unselfish	1	3	Selfish
3	Cooperative	1	3	Uncooperative
4	Flexible	1	3	Rigid
5	Reserved	1	3	Outgoing
6	Boring	1	3	Interesting
7	Sociable to Americans	1	3	Unsociable to Americans
8	Sociable among themselves	1	3	Unsociable among themselves
9	Weak	1	3	Strong
10	Excitable	1	3	Levelheaded
11	Credulous	1	3	Skeptical
12	Fair	1	3	Unfair
13	Optimistic	1	3	Pessimistic
14	Naive	1	3	Sophisticated
15	Cautious	1	3	Impetuous
16	Theoretical	1	3	Pragmatic
17	Suspicious	1	3	Trusting
18	Make snap judgments	1	3	Make reflective judgments
19	Self-disciplined	1	3	Self-indulgent
20	Active	1	3	Passive
21	Hardworking	1	3	Lazy
22	Disrespectful of authority	1	3	Respectful of authority
23	Conformist	1	3	Individualist
24	Honest	1	3	Dishonest
25	Clean	1	3	Dirty

13. In general, how would you describe the American people?

(In each line, circle the number that best represents your opinion.)

1	Proud	1	3	Humble
2	Unselfish	1	3	Selfish
3	Cooperative	1	3	Uncooperative
4	Flexible	1	3	Rigid
5	Reserved	1	3	Outgoing
6	Boring	1	3	Interesting
7	Sociable to French	1	3	Unsociable to French
8	Sociable among themselves	1	3	Unsociable among themselves
9	Weak	1	3	Strong
10	Excitable	1	3	Levelheaded
11	Credulous	1	3	Skeptical
12	Fair	1	3	Unfair
13	Optimistic	1	3	Pessimistic
14	Naive	1	3	Sophisticated
15	Cautious	1	3	Impetuous
16	Theoretical	1	3	Pragmatic
17	Suspicious	1	3	Trusting
18	Make snap judgments	1	3	Make reflective judgments
19	Self-disciplined	1	3	Self-indulgent
20	Active	1	3	Passive
21	Hardworking	1	3	Lazy
22	Disrespectful of authority	1	3	Respectful of authority
23	Conformist	1	3	Individualist
24	Honest	1	3	Dishonest
25	Clean	1	3	Dirty

(Circle as many as apply)

14. What were your main sources of knowledge about France before going there?

Newspapers, magazines, radio TV..1
Books..............................2
School courses.....................3
Reports of travelers...............4
Other (Write in:________________)5

15. Personally, what do you think is the best way to enjoy a visit to France?

Find your own way around with the minimum of help from government agencies

(Circle one code)

1 ——— 2 ———→ 3

Make the maximum use of available government services and arrangements, etc. to facilitate your visit

Here are a few factual questions about yourself for statistical purposes only.

16. Sex (Circle code)
Male......... 1
Female...... 2

17. Education (Circle code)
Some grade school...... 1
Completed grade school. 2
Some high school....... 3
Completed high school.. 4
Some college........... 5
Completed college...... 6
Some work in a graduate or professional school. 7
Completed higher degree or professional school. 8

18. Marital status (Circle code)
Are you presently married?
Yes.... 1
No..... 2

19. What was your age at your last birthday?........ ______years

20. If you grew up in the United States where did you spend most of your childhood? (Circle code)
In a city (pop. 50,000 or over... 1
In a city (pop. less than 50,000) 2
In a rural area.................. 3

21. What is the broad income group in which your total family money income for 1963 fell? (Circle code)
Under $10,000............... 1
$10,000 - 19,999............ 2
$20,000 or over............. 3

(If you are a student, skip to item 24)

22a. What kind of work do you do?

____

(Occupation such as repairs TV, 10th grade teacher, retired, housewife, unemployed, etc.)

b. What kind of business or industry do you work in?

____

(Radio and TV service, city high school, etc.)

c. Class of worker: (Circle code)

For government......... 1
For private employer... 2
In own business........ 3

d. If your occupation has a title, what is it?

____

IF MARRIED (Occupation of spouse)

23a. What kind of work does your spouse do?

____

b. What kind of business or industry does your spouse work in?

____

c. Class of worker: (Circle code)

For government......... 1
For private employer... 2
In own business........ 3

d. If your spouse's occupation has a title, what is it?

____

IF YOU ARE A STUDENT (Occupation of principal earner)

24a. What kind of work does the principal earner in your family do?

____

(Occupation such as repairs TV, 10th grade teacher, retired, housewife, unemployed, etc.)

b. What kind of business or industry does he (or she) work in?

____

(Radio and TV service, city high school, etc.)

c. Class of worker: (Circle code)

For government......... 1
For private employer... 2
In own business........ 3

d. If his (or her) occupation has a title, what is it?

____

IF STUDENT

25. Are you living with a French family?

Yes.......... 1
No........... 2

THANK YOU FOR YOUR COOPERATION.

SURVEY OF LANGUAGE-TEACHING RESEARCH:
PREPARATION OF AN ANNOTATED INTERNATIONAL
BIBLIOGRAPHY FOR 1945-64

Conducted pursuant to Contract OE-4-14-008, Part II, with
the United States Office of Education, Department
of Health, Education, and Welfare

by

Howard Lee Nostrand, Principal Investigator

and

David William Foster, Ph.D.

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UNIVERSITY OF WASHINGTON
Department of Romance Languages and Literature
Seattle, Washington, 98105

July, 1964

The Need for Up-Dating the 1962 Bibliography

In 1962 the University of Washington Press, with a subsidy of a few thousand dollars granted by the Language Research Section of the United States Office of Education under Title VI of the NDEA, published a volume titled Research on Language Teaching: An Annotated International Bibliography for 1945-61.

The bibliography had been undertaken in 1959 as a seminar project of graduate students in a new Ph. D. program, made possible by NDEA Title IV, a Ph. D. in Language and Language Learning. The students elaborated the classificatory scheme and compiled the bibliography, guided by Mr. Nostrand and impelled by the need for a status study on which they could base their selection of topics for dissertation. The task expanded, as useful undertakings will; and as it grew, the idea imposed itself that the findings ought to be published in order to inform and stimulate needed research at as many centers as possible.

The compiling was carried out largely by volunteers and was known to be incomplete, particularly for Europe where items had to be collected largely by correspondence. Some reviewers of the published volume noted its incompleteness, though nearly all judged it a useful tool and a needed first attempt. The errata sheet meanwhile grew unduly long, research projects that had been reported as in progress were completed, and many new projects were begun. By mid-1963 it was clearly time to carry out the promise to up-date the study, which had been made in the Introduction along with an appeal for corrections and additions. The need for an international bibliography has not been filled by UNESCO's somewhat parallel compilation of studies, which was largely limited to Europe and included much that is not research.[1] Nor is the need wholly filled by John Carroll's excellent, selective critique of the most reliable research conclusions.[2]

In the three-year period from 1962 to 1964, half as much has been added to the research on language teaching as had been done in the seventeen-year period from 1945-1961. (The two periods have been covered with comparable thoroughness by the present project.) It is not known to what extent the volume itself contributed to this phenomenal increase by stimulating and facilitating research projects; but many of the correspondents mention having used this study.

The Method of Compilation

The policy committee of the project, consisting of Professors Sol Saporta, Victor Hanzeli, Howard Nostrand (chairman), Dr. David Foster, Miss Harriet Rubin and Mr. Hubert Molina, decided that the original classificatory scheme should be maintained. The scheme combined good features of several predecessors, following out a rationale explained in the Introduction of the 1962 volume (pp. xiii-xviii). Its headings have since been adopted by the Center for Documentation and Communication Research at Western Reserve University.

The committee also decided that to insure the most complete coverage possible, the up-dating from public sources should be supplemented by a comprehensive plan of direct correspondence. All discoverable authors of relevant research, as well as research centers and ministries of education, were sent forms on which to emend items in the 1962 volume, to report the completion or inception of projects, to propose descriptive annotations, and to suggest further sources that might be contacted. Non-respondents were followed up, with eventual success in nearly all cases.

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[1] UNESCO. Second Language Teaching in Primary and Secondary Schools. Paris: UNESCO, 1962. Introduction by Daam van Willigen. Published as no. 3, Volume 13, 1961, of Education Abstracts.

[2] John B. Carroll. "Research on Teaching Foreign Languages." Chapter 21 of N. L. Gage, editor, Handbook of Research on Teaching. Chicago: Rand McNally and Co., 1963, pp. 1060-1100.

The collecting and editing of the materials occupied more than half the time of Dr. David Foster and a generous one-third-time load for Miss Harriet Rubin, M.A., plus supervisory time of Dr. Nostrand, throughout the academic year 1963-64.

Relative Dimensions of the Added Materials

The collecting was completed on schedule by April 1, except for a few subsequent additions. The number of entries as of April 1 is compared below, for each topic treated in the Bibliography, with the number that appeared in the 1962 volume.

Category or Section			No. of items in 1962 vol.	No. of items in Suppl.
I.	Bibliographies		76	16
1.	Methodology of Research		12	5
2.1	General		36	18
2.3		Arabic	0	1
		Chinese	3	1
		English	21	9
		French	28	13
		German	10	18
		Hebrew	1	0

Category or Section		No. of items in 1962 vol.	No. of items in Suppli.
	Italian	1	0
	Japanese	0	1
	Latin	0	1
	Russian	8	6
	Spanish	12	6
2.51 Auditory Aids		11	6
2.52 Visual Aids		7	6
2.53 Audiovisual Aids		30	8
2.54 Language Laboratories		35	10
2.55 Teaching Machines and Programed Learning		30	9
2.56 Educational Television		20	14
2.7 Evaluation of Achievement in Language Learning		35	10
2.9 Specification for Equipment		0	7
3.1 General (Psychology)		59	26
3.3 Prognosis and Aptitude Tests		17	14
3.5 Bilingualism		26	11
3.7 Sociopsychological Factors of Language Learning		15	5
4.1 The Use of Linguistic Concepts in Language Teaching		13	29
4.3 Theoretical Research with Possible Applications		33	34
4.5 The Teaching of Pronunciation		13	18
5. Teaching the Cultural and Intercultural Context		34	6

Category or Section		No. of items in 1962 vol.	No. of items in Suppli.
6.1	Elementary School	27	12
6.2	First Cycle of Secondary Education	0	0
6.3	Second Cycle of Secondary Education	5	2
6.4	University	6	1
6.5	Language Teaching and General Education	4	6
6.6	Specific School Programs	3	0
7.	Teacher Qualifications and Training	17	6
	Totals	572	319

A Second Edition Preferable to a Supplement

The advisory committee recommended that a second edition would make a better scholarly tool than a supplement, because the entire body of material, completed, up-dated and corrected, would then be united in a single topical sequence, with a single set of indexes. The University of Washington Press has agreed to this recommendation, despite the existence of over 1,500 unsold copies of the original edition in a second printing. The Director of the Press, Mr. Donald Ellegood, is anxious to make the second edition a printed book, bound in hard cover, to be sold at about $15. The original edition is a paperback, photographed from typescript with unjustified right margins, and costs $5.

The unification of the new with the old material is expected to be completed by August 10, 1964 and the University Press expects to make the second edition available by early spring of 1965.